

INTER-SENTENCE RELATIONS
IN
MODERN CONVERSATIONAL THAI

Thesis submitted for the Ph.D. Degree of
the University of London, by

Miss VICHINTANA CHANTAVIBULYA

School of Oriental and African Studies,

July 1962.

ProQuest Number: 10673249

All rights reserved

INFORMATION TO ALL USERS

The quality of this reproduction is dependent upon the quality of the copy submitted.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if material had to be removed, a note will indicate the deletion.



ProQuest 10673249

Published by ProQuest LLC (2017). Copyright of the Dissertation is held by the Author.

All rights reserved.

This work is protected against unauthorized copying under Title 17, United States Code
Microform Edition © ProQuest LLC.

ProQuest LLC.
789 East Eisenhower Parkway
P.O. Box 1346
Ann Arbor, MI 48106 – 1346

CONTENTS

	page
Abstract.....	4-5
Acknowledgements.....	6
Introduction.....	7-9
Part ONE : The Grammatical Framework	10
Chapter I : Sentence Types.....	11-23
Chapter II : Sentence Constituents.....	24-71
Chapter III : Phrase Types and Phrase	
Constituents.....	72-160
Chapter IV : Word-Classes.....	161-232
Part TWO : Inter-Sentence Relations	233
Chapter V : Conceptual Framework for	
the Statement of Inter-Sentence	
Relations.....	234-247
Chapter VI : Inter-Sentence Relations as	
Expressed by a Particular	
Sentence Type.....	248-249
Chapter VII : Inter-Sentence Relations as	
Expressed in Sentence Structure	250-296
Chapter VIII : Inter-Sentence Relations as	
Expressed in terms of Particular	
Phrase Types.....	297-299

Chapter IX	:	Inter-Sentence Relations as Expressed in Phrase Structure.....	300-336
Chapter X	:	Inter-Sentence Relations as Expressed in terms of Word- Classes.....	337-343
Chapter XI	:	Inter-Sentence Relations as Expressed in terms of Parti- cular Lexical Items.....	344-354
Chapter XII	:	Inter-Sentence Relations as Expressed by Intonation.....	355-360
Chapter XIII	:	The Rôle of Extra-Linguistic Data: Context of Immediate Perception.....	361-365
Chapter XIV	:	The Rôle of Extra-Linguistic Data: Personal Relationship, Sex, Social Status and Age.....	366-370

ABSTRACT

The Introduction discusses the field of study and gives notes on translations and transcription.

Part ONE consists of Chapters I to IV. It is devoted to the establishment of a grammatical framework for studying the relationship between sentences in a sequence, viz.,

Chapter I describes five types of sentence as classified in this thesis.

Chapter II sets up sentence constituents as elements of sentence structure.

Chapter III begins with the classification of phrases into five different types and proceeds to the postulation and detailed description of phrase constituents for two of them. This is followed by the detailed description of the remaining three types.

Chapter IV is concerned with the setting up of classes and subclasses of word.

Part TWO Its main theme is an attempt to describe the relations obtaining between sentences in a series, as expressed at various stages of the grammatical analysis with reference to the conceptual framework of the contexts of mention and of interrogation. It is divided into ten chapters, viz.,

Chapter V deals with the concepts of the context of mention and the context of interrogation.

Chapters VI to XII is concerned with different formal linguistic features which may relate sentences in a sequence.

Chapters XIII and XIV describe certain extralinguistic features which are relevant to this study.

ACKNOWLEDGEMENTS

I owe a great debt of gratitude to my supervisor, Miss Eugénie J.A. Henderson, for her patience, invaluable criticism and guidance throughout the period of preparing the present thesis.

I am also indebted to Professor F.R. Palmer for his valuable help in the early stages of this work.

My thanks are also due to Mr. R.H. Robins and Mr. E.H. Stuart Simmonds for their helpful assistance in the course of this study.

I am also grateful to the Forlong and Scholarship Committee of the S.O.A.S. for the Additional Award granted to me. Without this grant, I would not have been able to complete the present work.

INTRODUCTION

An attempt has been made in this thesis to examine certain aspects of linguistic behaviour in present-day spoken Thai which have not been dealt with at all up to the present.

At the moment there is no detailed grammar of the Thai language described on structural lines. Furthermore, most studies of language hitherto take sentences as maximum units of analysis and take for granted the relations that may obtain between sentences in a sequence. It is the aim of this thesis, therefore, to attempt that kind of analysis which is best suited to handling stretches of text, i.e. to show the formal linguistic features, grammatical or non-grammatical, which may relate sentences in a series in the text. It is to be emphasized that this is not the only way one might deal with the material.

The language under examination is that spoken in Bangkok where about two million people live at the present moment. It is the official language of Thailand used throughout the country as the standard language for broadcasting and for imparting instruction in educational institutions.

The style selected for this study is that used in everyday conversation between native speakers. I have deliberately avoided literary and oratorical styles.

I have taken myself as an informant for this study. Although I am a bilingual who speaks both Songkhla (a Southern Thai dialect) and Bangkok, nevertheless I

regard myself as a speaker of standard Thai. I have, however, made checks with native speakers of this particular dialect, to make sure that my usage is typical.

The translation used in this thesis is a free translation. The additional literal word-for-word translation (represented by 'lit.') is only applied where it appears necessary to clarify the point at issue. Particles and classifiers are frequently described as such, i.e. as "a classifier" or "a particle" in the additional literal translation, since it is difficult to supply a word-for-word translation for such forms.

The transcription used in this work is the same as that of S. Thawisomboon: except that the letter [y] is used here in place of the letter [j]. The apostrophe (') is occasionally employed in cases where the transcription is ambiguous without it, e.g. nà:'klue (I'm afraid).

A hyphen is used in this study in three different ways:

a) To mark a compound noun or a compound verb**, such as kuncə:-tù: (cupboard key), nalika:-plŭk (alarm clock); khàw-cay (to understand) and dɤ:n-tha:ŋ (to travel).

* See "Syllable Junctions within Stress Groups in Spoken Thai", the thesis he submitted for the M.A. Degree of the University of London, at the School of Oriental and African Studies, 1956, Chapter II.

** See pp. 222-30.

b) For indicating a pre-verb and a post-verb*, such as ma-há: (to come to see someone), pay-sû: (to go to buy); khùn-mạ (to come up) and kếp-wây (to put away).

c) To show that a numeral** is composed of two or more units, such as sip-só:ŋ (twelve), sip-sá:m (thirteen), sá:m-sip-só:ŋ (thirty-two), só:ŋ-rô:y-sá:m-síp (two hundred and thirty); thîsip-só:ŋ (the twelfth), thîsĩ:-sip-hà: (the forty-fifth) and so on.

* See pp. 208-9

** See pp. 190-3

Part ONE

The Grammatical Framework

CHAPTER I
SENTENCES TYPES

In handling the material of this thesis it has been found convenient to classify sentences in Modern Conversational Thai as initiating and non-initiating sentences, on the one hand; and, as simple, complex, compound and linked sentences, on the other, viz.,

An Initiating Sentence is one which can start a conversation. It is not dependent for intelligibility on the preceding verbal features of the situation in which it occurs. In the situation in which a Thai girl meets her close friend in the street, for instance, she may start a conversation with a sentence such as pay náy ma: câ (Where have you been?) which is thus to be considered as an initiating sentence. Put another way, an initiating sentence is so constructed that it does not imply any foregoing sentence or sentences in the same conversation. It occurs, however, not only at the beginning of the conversation but also in the body of the conversation.

A Non-Initiating Sentence is one which cannot usually start a conversation since it depends for intelligibility on some preceding sentence or sentences in the same conversation.

For example, *mày mi:* (No, there isn't.) is to be regarded as a non-initiating sentence on the ground that it cannot be fully understood without some such preceding utterance as *mi: khon mây* (Is there anybody there?), which serves as a verbal clue. In certain special cases non-verbal features of the situation may take the place of the preceding utterance. Such cases will be dealt with separately in Chapter XIII.

A conversation is given below to exemplify the initiating and non-initiating sentences as described above.

Situation

There are two speakers of about the same age and the same social standing: A. is a young man and B. a young girl. He has come to see her father. The two speakers do not know each other and have never met each other before. Soon after she has asked him in a conversation begins.

There are only three initiating sentences in these examples: the example 1A. starts the conversation whereas the 5A. and the 10B. can start a conversation although they do not actually do so here. The remaining examples are all non-initiating sentences.

It is to be pointed out that the verbal features of non-initiating sentences which are marked as such - in sentence structure, phrase structure, class of word used - and the verbal expressions which relate to personal relationship, sex, social status and age of the speakers will be dealt with in later chapters.

The conversation reads as follows:

- 1 A. khun-wîrò:t yǔ: mây hâ? (Is Mr. Wirote in?)
- 2 B. mây yǔ: hà (He's not in, I'm afraid.)
- 3 A. sà:p mây hâ? wà thàn ca klăp mùe rǎy
(Do you know when he'll be back?)
- 4 B. mây sà:p hà tể: pǒkkati? thàn mākca yǔ: tha:n khàw-yen thì bà:n (I don't know but usually he's in to have dinner at home.)
- 5 A. thì nì: tha:n khà:w-yen kǐ: mo:ŋ hâ?
(What time do you have dinner here?)
- 6aB. cết mo:ŋ hà (Seven o'clock.)
- 6bB. khun mi: thûrâ?-?aray thì ca sǎŋ-wây dà:y mây hâ
(Have you any message which you can leave?)
- 7aA. phóm mây mi: thûrâ?-?aray mà:k rǒk hâ?
(I haven't got anything much really.)
- 7bA. ma-yiêm thàwnân hâ? (Just came to see him.)
- 7cA. phóm mây dày ma-yiêm thàn na:n lê:w
(I haven't been to see him for a long time.)

8 B. ca hày dichân rien thàn và kh-ray ma-há: di: khâ
(Who shall I tell him came to see him?)

9aA. karuna: rien thàn và sómsăk lě? wan lăy phóm ca ma: mǎy
(Please tell him that Somsak's been to see him and *that*
I'll come again.)

9bA. la: kǎ:n nâ hâ? (Good-bye.) lit. May I bid good-bye?

10 B. sawătđi: hà (Good-bye.) lit. well-being.

11 A. khǎ:pkhun mà:k hâ? (Thank you very much.)

A Simple Sentence is one which consists of one sentence none of whose constituents (q.v.) is in itself a "downgraded sentence".¹ It may be either initiating or non-initiating. In the following examples of short conversations, all the sentences are simple. Those marked with an asterisk are initiating. The others are non-initiating. Examples:

1. đěk lăp lē:w rý* (Is the baby asleep?)

yaŋ khà (Not yet, Madame.)

pay-ʔùm ma nì: nǎy sì (Will you go and fetch her here!)

1. See pp. 16 ff.

2. híw caŋ* (I'm very hungry.)

tha:n ʔaray kǎ:n sì

(Have something to eat first.)

3. khó:ŋ lôt rakha: lê:w* (Things have come down in price.)

khun màŋ yǎ:k sũ: ʔaray màŋ rǎ * (Won't you want to buy something?)

màŋ sà:p ca sũ: ʔaray (I don't know what to buy.)

khó:ŋ di: màŋ khòy mi: (There's hardly anything good enough.)

4. pay-yìem súntho:n kan mây* (Shall we go to visit Sunthorn?)

khâw kamlaŋ cǎp nǎk yǎ: (He's seriously ill.)

rǎ (Is he?)

pay sì (Let's go.)

5. yǎ: phỳŋ ʔǎ:k pay* (Don't go out just yet.)

fón yaŋ tǎk yǎ: (It's still raining.)

cuen há:y lê:w (It's about to stop.)

đừ: ciŋ (You really are stubborn.)

A Complex Sentence is a sentence one or more of whose constituents is in itself a downgraded sentence. Such downgraded sentences contain either the relative linker "thì" or "sùŋ".¹ It may be either initiating or non-initiating.

The use of the term "downgrading" in this thesis is borrowed from A.A. Hill,² whose definition is as follows:

"Downgrading consists in a reduction of status, for instance, from that of independent sentence to that of a sentence element within a larger sentence. Thus, the following subject-predicator-complement sentence is complete and independent:

The man came to dinner #

It can be downgraded to the status of a single sentence element by the addition of 'who' and placement in a larger construction:

The man who came to dinner | broke his leg #

The construction is now serving merely as the subject and no longer as an independent sentence. Downgrading can also occur even when the construction remains an independent sentence. Thus, "The man came to dinner" can be modified by the addition of 'who' and become a different type of construction, used independently as the title of a play, The Man Who Came to Dinner. In this form it can still be described as downgraded by the addition of 'who', since it is no longer a fully articulated subject-predicator-complement sentence, but an elementless sentence which is a normal construction with following modifier. The addition of 'who' gives the sentence much the semantic status of a proper name or title, like Etham Frome, The Tragic Comedians, or The Man Who Was Thursday. In the sentence we have been describing, we might also describe the result of the addition of 'who' as downgrading 'came to dinner' from predicator and complement to the status of modifying construction."

1. See p.216. Of these two linkers, "thì" is far more commonly heard in spoken Thai than "sùŋ".

2. Archibald A. Hill: Introduction to Linguistic Structures, 1958, p.357.

The above makes it clear that a downgraded sentence is a sentence whose status can be reduced to becoming simply a unit of structure within a larger construction. It will be noticed that Hill gave an instance of a reduction of status from that of independent sentence to that of a sentence element within a larger sentence. It is to be added that in the present study a downgraded sentence is a sentence functioning either as a sentence constituent, or as a noun phrase constituent i.e. as a Determinative (see pp. 101-4).

The downgraded sentences in Thai which may be said to be of the exact parallel with Hill's use of the term "downgrading" may be illustrated in the following complex sentences. Such downgraded sentences will be underlined.

kulă:p thì yaŋ tu:m yŭ: mǎy khuen dĕt

(The roses which are still in bud should not be picked.)

rôt thì kamlaŋ lĕw yǎy caŋ nâ

(The car which is turning now is very big, isn't it?)

dĕk thì kamlaŋ lĕn fŭtbo:n yŭ: pĕk môt

(The boys who are playing football are all wet.)

rŭeŋ sŭeŋ mǎy nà: ca kŷ:t mākca kŷ:t nâ

(Those things which seem unlikely to happen often happen, don't they?)

All the downgraded sentences cited above function as the Subject of the complex sentence concerned.

The following will illustrate downgraded sentences functioning as the Object of a complex sentence:

yă:k ʔă:n nâṇsú: thì yŭ: bon tôʔ

(I'd like to read the book which is on the table.)

khun rŭcăk phùcha:y thì kamlan dŭ:m bie mây

(Do you know the man who's drinking beer?)

thx: hày khó:ṇ thì sŭ:-ma mùe kí: dĕk lê:w rŭ.

(Have you given the children the things which have just been bought?)

The downgraded sentences functioning as the Indirect Object of a complex sentence are given below.

chân ca só:n phasá:-thay fârăṇ thì phŕṇ ma: că:k ʔaṇkrĭt

(I'm going to teach Thai to the Westerner who's just come from England.)

chùey tx:m nâ:m rôt thì yŭ: nay ro:ṇ dŭey

(Please put some water into the car which is in the garage as well.)

The complex sentences cited so far are sentences only one of whose constituents is in itself a downgraded sentence. The following will show complex sentences two of whose constituents are in themselves downgraded sentences.

khon thì khuy yǔ: kǎp mề: pen khon thì khx:y liên nú:

(The person who's talking to Mother is the one who used to look after you.)

khó:ŋ thì ma-thuŋ mề châ:w mi: nân-sú: thì phŋ phim dùy

(The parcel which arrived this morning contained the books which have just been published as well.)

chùey 'aw nân-sú: thì yǔ: bon tô? pay-hày khon thì nân

sǔ:p burǐ: nǎy sì (Will you please take the book which is on the table to the man who's sitting smoking.)

A Compound Sentence is one which consists of two or more simple sentences, or, one which consists of a simple and a complex or a simple and a compound sentence -- linked in each case by a member of a class of words referred to as sentence linkers.¹ Sentences which make up a compound sentence and the compound sentence itself may be either initiating or non-initiating. Sentence linkers are underlined in the examples given below.

Examples of compound sentences consisting of two simple sentences:

sà:p mây khrâp wà khâw ca klǎp mề. rǎy

(Do you know when he'll be back?)

1. See p. 217-9.

di: thì fón mạy tők

(It's a good job it didn't rain.)

nú: nàη hày di: diêw ca tők loη-ma

(Do sit down carefully, sonny, or you may fall!)

chân ca ?aw ròm pay phũe fón tők

(I'll take the umbrella in case it rains.)

mè: yă:k phâkphố:n tế: yaη phâk mạy dà:y

(Mother would like to have a rest but she can't just yet.)

khun ca yũ: rũ ca pay

(Will you be staying or going?)

bà:n nĩ: khun-ta: sà:η tàηtế: raw yaη mạy kỷ:t

(This house was built by (maternal) Grandpa while we were not yet born.)

thà: hĩw tha:n kan kố:n nâ

(If you're hungry, do start eating!)

chùey pĩt fay nay khruê nốy lêw yĩp mì:t ma dùey

(Please turn off the light in the kitchen and also bring me a knife.)

Examples of compound sentences consisting of three simple sentences:

wan nĩ: ca pay-há: mó: lêw ca pay-sũ: nâηsũ: lêw ca lĩ:y

pay-há: pũ: (To-day I'll go to see the doctor, then go to buy some books and then go to see Grandfather.)

khun ca khùn rôt-me: rû ca pay thêksi: rû ca pay rôt-fay

(Do you want to go by bus or take a taxi or go by train?)

Examples of compound sentences consisting of a simple and a complex sentence:

rû: mây wà khăy thì raw sủ:-ma sủe thậnnân

(Do you know that the eggs we've bought are all bad?)

pay-bổ:k phồ: sủ wà khon thì ma-há: wan kổ:n ma-há:

(Go and tell Father that the man who came the other day has come to see him.)

chùey kếp khó:ng thì yủ: khà:ng nỏ:k khàw-ma dùey thà: fón tỗk

(Please bring the things which are outside in if it rains.)

di:-cay thì nậnsủ: thì thậw-wây nay rôt-fay mà y há:y

(I'm very glad that the book which I left in the train is not lost.)

chùey du: khà:w thì yủ: bon taw dùey diêw man ca mà y

(Please see to the rice which is on the stove or it may burn.)

Examples of compound sentences consisting of a simple and a compound sentence:

thx: rû: mây wà đêk rû: wà raw rû: rùen nân di:

(Do you know that the boy knows that we know all about that matter?)

chân di:-cay thì thx: mà y sié-cay mà:k thì sỏ:p mà y dà:y

(I'm glad that you're not discouraged that you didn't get through.)

A Linked Sentence¹ is one which is preceded by a sentence linker. It is usually part of a compound sentence but may, however, in certain circumstances stand alone as a non-initiating sentence (see p. 248). All the linked sentences are underlined in the examples given below, viz.,

Examples of linked sentences occurring as part of compound sentences:

khun khít và fón ca tők mây (Do you think^{that} it'll rain?)

chân chò:p thă:y-rù:p wela: khon mây rû:-tue
(I like taking photographs when people aren't aware of it.)

thà: híw tha:n kan kǒ:n nâ
(If you're hungry, do start eating!)

These are all initiating; illustrations of those of the non-initiating type are given below:

thà: mây wà:ŋ mây tòn ma:
(If you're not free you needn't come.)

di: thì fón mây tők (It's a good job it didn't rain.)

phe:ŋ ciŋ tě: thon caŋ (It's quite dear but it lasts.)

1. See pp. 217-9

Examples of linked sentences occurring by
themselves as non-initiating sentences:

lêw khâw ca tham ?aray ?ĩ:k (And what else is she going
to make?)

thà: chên pay mà y dà:y là (Suppose I can't go?)

díew ca mà y-siê (Otherwise it may get burnt.)

CHAPTER II
SENTENCE CONSTITUENTS

The units of structure which occupy places in a sentence will be referred to in this thesis as "sentence constituents", as these elements by themselves or combined as the case may be constitute a sentence.

Sentence constituents may be classified as Primary and Secondary. Two reasons may be given for distinguishing the two classes, viz.,

1. All initiating sentences must contain at least one Primary sentence constituent; and, the simplest sentences of the initiating type (see below) contain Primary constituents only, either combined or in isolation. No initiating sentence consists of a Secondary constituent only.

2. There is far greater flexibility in the sequential arrangements for the Secondary constituents: they may be freely shifted from the initial position to the final position of the sentence without change of the meaning of the sentence¹, but the position of the Primary constituents in the sentence is relatively fixed.

1. There may be some slight change as to the degree of emphasis on the constituent in question due to such shifting but the over-all meaning (of the sentences concerned) will remain the same.

Primary Sentence Constituents

In the interests of clarity the structures of the simplest sentences (sentences which consist of single nouns (n) and single verbs¹ (v) without any other words) will be examined first and will then be used as the starting point from which those of the more complicated ones will proceed.

The simplest sentences which consist of a single noun or a single verb are illustrated below.

Examples of sentences consisting of single nouns:

mè:	(Mother!)
phò:	(Father!)
pà:	(Auntie!)
wímon	(Wimon!)
sómsák	(Somsak!)
rôt	(Mind the car!) lit. car.
yuŋ	(Oh, there's a mosquito!) lit. mosquito.

Examples of sentences consisting of single verbs:

năk	(It's heavy.) lit. heavy.
di:	(It serves you right.) lit. good.
cěp	(You're hurting me.) lit. hurt.
híw	(I'm hungry.) lit. hungry.
lûk	(Get up!)
hó:m	(It smells nice.) lit. fragrance.

1. Two major classes of word which can readily be established, since they are contextually mutually exclusive over an extensive range of material. (See pp. 161-8)

mén (It smells nasty.) lit. nasty smell.
 ?ŷm (I'm full up.) lit. to be satisfied.
 rawaŋ (Look out!) lit. to mind.

Sentences so far cited are considered as having one sentence constituent which is co-terminous with a single word.

Nomen and Verbum

The noun in its function as the single constituent of a sentence as in the above examples will be referred to as a Nomen (N).

The verb in its function as a sentence constituent as in the examples above will be referred to as a Verbum (V).

Sentence Patterns

In examining the possible structural arrangements of sentence constituents, it is convenient to direct our attention in the first instance to such arrangements as occur in initiating sentences.

Nouns and verbs may be associated together in the simplest sentences of the initiating type without any other words. In such sentences the order of the sequential arrangements of nouns and verbs is fixed. Four such arrangements have been observed each of which may be described as a Sentence Pattern, viz.,

Pattern 1 : In this pattern noun is placed before verb. That is to say, noun and verb occur in the sequence n v , e.g.

fón tők	(It's raining.) lit. rain, fall.
nalika: ta:y	(The clock's stopped.)
láp̄kha rùə	(The roof leaks.)
phóm súey	(Your hair's nice.) lit. hair, beautiful.
khà:w mày	(The rice is burnt.)
khanóm ʔarǒy	(The pudding's delicious.)

Pattern 2 : In this pattern verb is placed before noun. That is to say, verb and noun occur in the sequence v n , e.g.

híw nâ:m	(I'm thirsty.) lit. hungry, water.
khùn rôt	(Get into the car!)
tham kǎpkhà:w	(Get on with your cooking!) lit. do, food.
rien nâṅsú:	(Get on with your work!) lit. study, book.
klăp bà:n	(Go home!) lit. return, home.
rawaṅ rôt	(Mind the car!)

Pattern 3 : This pattern consists of two nouns and one verb and the verb is placed in between the two nouns. That is to say, nouns and verb occur in the sequence n v n , e.g.

rôt chon đěk	(The car hit the boy.)
mì:t bă:t mu:	(I've cut my hand.) lit. knife, cut, hand.
khon khôʔ pratu:	(Somebody's knocking at the door.)

yuŋ kǎt khé:n (A mosquito's bitten my arm.)
 phò: pen wǎt (Father's got a cold.)
 tamrűet cǎp khon (A policeman's arrested a man.)

Pattern 4 : This pattern consists of three nouns and one verb. One noun is placed before the verb and the other two nouns after it. That is to say, nouns and verb occur in the sequence n v n n , e.g.

phò: hày taŋ nō:ŋ
 (Father gave my sister some money.) lit. father, give, money, sister.

nít khá:y wé:n pà:
 (Nit sold a ring to Auntie.)

dǎk thá:m panhá: khru:
 (The girl put a problem to the teacher.)

khon tx:m nām-man rôt
 (A man's filling the car with petrol.) lit. man, fill, petrol, car.

khru: bǎ:k khanc:n nākrien
 (The teacher's telling the pupils the marks.) lit. teacher, tell, the marks, pupils.

mó: rôt nā:m tòn-mā:y
 (The doctor's watering the plants.) lit. doctor, put, water, plant or tree.

The above sentences are regarded as consisting of two, three and four sentence constituents respectively, each sentence constituent being co-terminous with a single word.

Nominal Sentence Constituents

We now proceed to the classification of nominal sentence constituents in sentences with two or more constituents.¹

The nouns and verbs in the initiating sentences cited so far are not reversible. For instance, we can say fón tők (It's raining.) or we can say híw nâ:m (I'm thirsty.) but we cannot say tők fón nor can we say nâ:m híw. We may accordingly subclassify nominal sentence constituents by reference to the verbal constituents in the same sentences as follows:

1. Subject (S) A noun in its function as a sentence constituent of the sequence n v (in Pattern 1) will be referred to as the Subject (S). Thus, fón (rain), nalika: (clock), lánkha: (roof) and the like in the examples given on p. 27 will be regarded as Subjects in the sentences concerned.

2. Object (O) A noun in its function as a sentence constituent of the sequence v n (in Pattern 2) will be referred to as the Object (O). Thus, nâ:m (water), rô:t (car), kăpkhà:w (food) and so on in the examples given on p.27 will be regarded as Objects in the sentences concerned.

It is to be noted that in some two-constituent sentences the nouns and verbs are reversible but the meanings

1. A noun functioning as one-constituent sentence is already classified as a Nomen. (See p.26)

of the resultant sentences are different, that is to say, such sentences occur in quite different contexts. Compare, for example, pratu: pŷ:t (The door's open.) with pŷ:t pratu: (Open the door.), which implies that the door is shut. In cases such as these the constituents will be classified by analogy with the structures of Patterns 1 and 2 respectively. We have accordingly "pratu:" (the door) functioning as the Subject in the first case and as the Object in the second.

As regards nominal sentence constituents in Pattern 3 (see p.27), it is to be stated that the first noun (of the sequence n v n) in its function as a sentence constituent will be looked upon as the Subject whereas the second noun will be looked upon as the Object. Thus, rô:t (car), mî:t (knife), khon (man or somebody) and so on in the examples given on pp.27-8 will be regarded as Subjects whereas děk (boy), mu: (hand), pratu: (door) and the like in the examples cited will be regarded as Objects in the sentences concerned.

3. Indirect Object (I) The third noun of the sequence n v n n (in Pattern 4) in its function as a sentence constituent will be referred to as the Indirect Object (I) while the first and the second nouns are regarded as the Subject and the Object respectively. Thus, "pà:" (Auntie) in nî:t khá:y wé:n pà: (Nit sold a ring to Auntie.) and such nouns in other examples given on p.28 will be regarded as the Indirect Object (I) whereas "nî:t" (a girl's name) and "wé:n"

(a ring) will be regarded as the Subject and the Object respectively.

4. Nomen or Nomina (N) In sentences where there is no verbal constituent we refer to the nominal constituent as a Nomen (as has already been described on p.26) or two Nomina (see pp.60-1) as the case may be.

Verbal Sentence Constituents

Having established the four nominal sentence constituents (i.e. S, O, I and N) we can now proceed to the classification of verbal sentence constituents or Verba¹ - verbs in their function as sentence constituents - by reference to their association with nominal constituents in initiating sentences as follows:

1. Transitive Verbum (V_t) A Verbum which is followed by an Object (O) will be referred to as a Transitive Verbum (V_t). Thus, all the verbs in Patterns 2 and 3 (as described and illustrated on pp.27-8) in their function as sentence constituents are regarded as Transitive Verba.

2. Intransitive Verbum (V_i) A Verbum which is not followed by an Object (O) will be referred to as an Intransitive Verbum (V_i). Thus, all the verbs in Pattern 1 (as described and illustrated on p.27) in their function as sentence constituents are regarded as Intransitive Verba.

1. See also Verbum on p.26

3. Double Transitive Verbum (V_{tt}) A Verbum which is followed by a sequence of Object (O) and Indirect Object will be referred to as a Double Transitive Verbum (V_{tt}). Thus, all the verbs in Pattern 4 (as described and illustrated on p. 28) in their function as sentence constituents are regarded as Double Transitive Verba.

All Verba may but need not necessarily be preceded by a Subject (S).

sequential arrangements of nouns and verbs, or sentence constituents, without any other words is fixed and is, by definition, not reversible. In more complicated sentences, however, where at least one of the constituents is of the extended type (i.e. that which consists of more than one word) certain variations in the sequential arrangement are possible, without alteration of meaning, e.g.

S	V_i	or	V_i	S
<u>khun</u>	<u>nũey mây</u>		<u>nũey mây</u>	<u>khun</u>
(Are you tired?)				

<u>kăpkhà:w</u>	<u>ʔarǒy nâ</u>		<u>ʔarǒy nâ</u>	<u>kăpkhà:w</u>
(The food's delicious, isn't it?)				

<u>phà:</u>	<u>hè:ŋ lê:w rý</u>		<u>hè:ŋ lê:w rý</u>	<u>phà:</u>
(Is the washing dry?)				

<u>tù: bay yăy</u>	<u>năk mà:k</u>		<u>năk mà:k</u>	<u>tù: bay yăy</u>
(The big cupboard's very heavy.)				

<u>děk khon nân</u>	<u>nà:râk caŋ</u>		<u>nà:râk caŋ</u>	<u>děk khon nân</u>
(That girl's very lovely.)				

In the second series of these sentences the Verbum (V) is referred to as an "anteposed" constituent.

It will be seen that all the anteposed Intransitive Verba (V_i) cited above are extended. They may be found unex-

tended in sentences where the Subjects are extended, e.g.

rôt nì: súey or súey rôt nì:

(This car's beautiful.)

děk khon nî: son or son děk khon nî:

(This boy's naughty.)

Of the nominal sentence constituents, only the Object (O) either extended or unextended may be anteposed, viz.,

a) O S V_t

nũe nì:¹ kh-ray² thò:t³ (Who² fried³ this meat¹?)

rù:p nî:¹ nít² khon chò:p³ (Nit² probably likes³
this photograph¹.)

mó:n bay nân¹ mè:² tham³ (Mother² made³ that pillow¹.)

rôt lèk¹ khon² chò:p chây³ (People² like using³
small cars¹.)

nân sù: lèm yăy nân¹ phùyín khon nân² ca sũ:³

(That lady²'s going to buy³ that big book¹.)

ca:n mắy thân sắp bay¹ khun-nít² kamlan lâ:n³

(Nit²'s washing³ all the ten new plates¹.)

khăy¹ mè:-khruə² lu:m sũ:³

(The cook² forgot to buy³ some eggs¹.)

phónlamâ:y¹ phò:² yaŋ màỵ dày tha:n³

(Father² hasn't yet had³ any fruit¹.)

Contrast such sentences with the following:

S V_t O

khray¹ thò:t² nũə nì:³

(Who¹ fried² this meat³?)

mè:¹ tham² mó:n bay nân³

(Mother¹ made² that pillow³.)

nĩt¹ khon chò:p² rù:p nĩ:³

(Nit¹ probably likes²
this photograph³.)

khon¹ chò:p chây² rôt lêk³

(People¹ like using²
small cars³.)

and so on.

b) O S V_{tt} I

taŋ nì:¹ khray² hày³ nú:⁴

(Who² gave³ you⁴ this money¹?)

panhá: phũek nĩ:¹ nâkrien² chò:p thá:m³ chân⁴

(Pupils² tend to ask³ me⁴ about these problems¹.)

rôt khan yăy¹ raw² yaŋ màỵ dày tɿ:m³ nâ:m⁴

(We² haven't yet put³ water⁴ into the big car¹.)

prawătsă:t¹ khru:² yaŋ mạy dầy rỳ:m só:n³ děk phùək nĩ:⁴
 (^{The}teacher²hasn't yet taught³these children⁴history¹.)

kulă:p¹ khon-súen² mâkca lu:m rô:t³ nâ:m⁴
 (The gardener²tends to forget to water (lit. put³, water⁴)
 the rosetrees¹.)

Contrast such sentences with the following:

S V_{tt} O I

khray¹ hày² taŋ nĩ:³ nú:⁴
 (Who¹gave²you⁴this money³?)

nâkrien¹ chò:p thá:m² panhá: phùək nĩ:³ chân⁴
 (Pupils¹tend to ask²me⁴about these problems³.)

khru:¹ yaŋ mạy dầy rỳ:m só:n² prawătsă:t³ děk phùək nĩ:⁴
 (^{The}teacher¹hasn't yet taught²these children⁴history³.)

khon-súen¹ mâkca lu:m rô:t² nâ:m³ kulă:p⁴
 (The gardener¹tends to forget to water (lit. put², water³)
 the rosetrees⁴.)

A question may arise at this point as to the identification of the two nominal constituents in the first case, namely the Object (O) and the Subject (S) in the pattern OSV_t (see p. 35), and the three nominal constituents in the second, namely the Object (O), the Subject (S) and the Indirect

Object (I) in the pattern $OSV_{tt}I$ (see p. 36). To answer this question one has to take into consideration the possibility of the variations in the sequential arrangements of the nominal constituents themselves. The first part of the question may be answered in this way. It has been observed that the Object (O) when anteposed always precedes the Subject (S) and never follows it. That is to say, sentences in the language under study may be of the pattern OSV_t but never of the pattern SOV_t . Compare, for example,

<u>kh-ray</u> ¹	<u>thò:t</u> ²	<u>nùe nì:</u> ³	(Who ¹ fried ² this meat ³ ?)
S	V _t	O	

<u>nùe nì:</u> ¹	<u>kh-ray</u> ²	<u>thò:t</u> ³	(Who ² fried ³ this meat ¹ ?)
O	S	V _t	

<u>kh-ray</u>	<u>nùe nì:</u>	<u>thò:t</u>
S	O	V _t

Since the first two sentences can be found in Thai and the third cannot, it seems justified, therefore, to say as a rule that when there are two nominal constituents appearing before a Transitive Verbum (V_t) the first constituent functions as an Object (O) and the second functions as a Subject (S).

The second part of the question may be answered in the following ways. First, it has been observed that the Indirect Object (I) is never found anteposed: there are no

such patterns as ISV_{tt}O or SIV_{tt}O. The Indirect Object (I) can thus be ruled out as a possible constituent preceding the Double Transitive Verbum (V_{tt}). There remain only two constituents, namely the Object (O) and the Subject (S) to be identified. We now come to the second part of the answer. It has been observed that the Object (O) when anteposed always precedes the Subject (S) and never follows it. That is to say, sentences in the language under study may be of the pattern OSV_{tt}I but never of the pattern SOV_{tt}I. Compare, for example,

<u>kh-ray</u> ¹	<u>hà-y</u> ²	<u>ta-n nì:</u> ³	<u>nú:</u> ⁴	(Who ¹ gave ² you ⁴ this money ³ ?)
S	V _{tt}	O	I	

<u>ta-n nì:</u> ¹	<u>kh-ray</u> ²	<u>hà-y</u> ³	<u>nú:</u> ⁴	(Who ² gave ³ you ⁴ this money ¹ ?)
O	S	V _{tt}	I	

<u>kh-ray</u>	<u>ta-n nì:</u>	<u>hà-y</u>	<u>nú:</u>
S	O	V _{tt}	I

Since the first two sentences can be found in Thai and the third cannot, it seems justified, therefore, to say as a rule that when there are two nominal constituents appearing before a Double Transitive Verbum (V_{tt}) the first constituent functions as the Object (O) and the second functions as the Subject (S).

To summarize the above, it may be said that when there are two nominal constituents occurring before a Transitive or a Double Transitive Verbum the first constituent functions as the Object which is anteposed and the second functions as the Subject.

Discontinuous Sentence Constituents

It is frequently necessary to postulate "discontinuous" constituents when the elements which make up the constituents are interrupted by another constituent in a sentence, e.g.

chân sû: khà:w ma lê:w (I've already bought some rice.)
S V_t- O $(-V_t)$

phùen yu:m nânsú: pay lèm nưn (A friend's borrowed a
S V_t- O $(-V_t)$ $(-O)$ book.)

sâk phà: hày sa'ă:t nố (Do wash the clothes clean.)
 V_t- O $(-V_t)$

pà: hày mamưn nú: tàn lá:y bay (Auntie gave me a lot
S V_{tt} O- I $(-O)$ of mangoes.)

ca pắk sùe hày khay (Who are you going to embroider the
 $V_{tt}-$ O $(-V_{tt})$ I blouse for?)

The first three patterns, S V_t- O $(-V_t)$, S V_t- O $(-V_t)$ $(-O)$ and V_t- O $(-V_t)$ are regarded as special manifestations of the structures S V_t O and V_t O respectively; whereas the last two patterns, S V_{tt} O- I $(-O)$ and $V_{tt}-$ O $(-V_{tt})$ I are regarded as special manifestations of the structures S V_{tt} O I and V_{tt} O I respectively.

Summary The statement of the Primary constituents comprising three verbal and four nominal sentence constituents may be summarized as follows:

Verbal Sentence Constituents

1. An Intransitive Verbum (V_i) is a verb phrase with or without a particle or a group of particles which may or may not be directly preceded by a Subject (S) but is never followed by an Object (O). That is to say, it occurs in the sequences V_i and SV_i . Under the circumstances already described on p.34 it may be directly followed by the Subject (S) : it then occurs in the sequence V_iS . Examples:-

a) V_i

năk	(It's heavy.) lit. heavy.
pay	(Let's go.) lit. go.
sá:y lê:w	(It's getting late.) lit. late, already.
ná:w caŋ	(It's very cold.) lit. cold, very.
súey di:	(It's quite pretty.) lit. pretty, good.
no:n-sîe thŷ?	(Go to sleep!) lit. sleep, a particle.
yaŋ rô:n yŷ: nâ cá	(It's still hot.) lit. still, hot, being, particles.
tham-ŋa:n năk-pay nŷy lê:w	(You've been working a little too hard.) lit. work, too hard, a little, already.

b) S V_i

fón tők	(It's raining.) lit. rain, fall.
nalika: ta:y	(The clock's stopped.)
kè:w tể:k	(A glass is broken.)
phà: hê:ŋ lê:w la	(The washing's dry.)
ròm phừŋ khă:t	(The umbrella's just torn.)
plố:k-mố:n yaŋ pỉek yũ:	(The pillowcases are still wet.)
tù: bay yăy năk mà:k	(The big cupboard is very heavy.)
bà:n nỉ: saba:y thidiw	(This house is jolly com- fortable.)
dểk khon nân súey caŋ nâ	(That girl's very pretty, isn't she.)

c) V_iS

dũ? má: nỉ:	(This dog is fierce.)
sanũk năŋ rừeŋ nỉ:	(This film's interesting.)
hê:ŋ lê:w la phà:	(The washing's dry.)
ta:y mây nalika:	(Has the clock stopped?)
síe rỷ kê:ŋ	(Has the curry gone bad?)
khă:t lê:w la lố:t-fay	(The bulb went.)
yaŋ mà:y sũk lư:y khà:w	(The rice is not cooked yet.)
năk mà:k tù: bay yăy	(The big cupboard is very heavy.)
sú:ŋ caŋ nâ dểk khon nân	(That girl's jolly tall, isn't she?)

2. A Transitive Verbum (V_t) is a verb phrase with or without a particle or a group of particles which is directly followed by an Object (O), but is not followed by the sequence of an Object and an Indirect Object (I). That is to say, it occurs in the sequences V_tO and SV_tO (but not in the sequences V_tOI or SV_tOI). Under the circumstances already described on p.34 the Object may be anteposed, i.e. it may occur in the sequence OSV_t , e.g.

a) V_tO

híw nâ:m	(I'm thirsty.) lit. hungry, water.
pŭet fan	(I've got toothache.) lit. ache, tooth.
pay-du: nán mây	(Shall we go to the pic- tures?) lit. go to see, film, a particle.
khó: nâm-ta:n nŏy sí	(Can you give me some sugar?) lit. ask for, sugar, a little, a particle.
klăp bà:n kan thŷ?	(Let's go back home!) lit. go back, home, together, a particle.
chùey pít nà:tă:ŋ dŭey	(Would you shut the window as well.) lit. help, shut, window, as well.
chò:p lèn thennît rŷ	(Do you like playing tennis?) lit. like, play, tennis, a particle.

b) S V_tO

khon khô? pratu:

(Somebody's knocking at the door.)

khun ca đũ:m ʔaray khâ

(What would you like to drink?)

chân hén lê:w la cà rù:p nĩ:

(I've already seen this photograph.)

phĩ:-thv: pen ʔaca:n rý

(Is your older brother a lecturer?)

kh-ray rúcăk sumon măn

(Does anybody know Sumon?)

kaŋke:ŋ tue nân pĭək fón

(That pair of trousers got wet in the rain.)

fârăŋ sô:ŋ khon ca ma-há: phò:

(Two Europeans are coming to see Father.)

c) O S V_t

khăy¹ raw² lu:m sũ: lê:w la³

(We²'ve forgotten to buy³some eggs¹.)

phónlamâ:y¹ phò:² yaŋ mạy tha:n rốk³

(Father²doesn't want to have³any fruit¹just now³.)

nà:tă:ŋ¹ nít² pít yũ:³
 (Nit²'s shutting³the window¹.)

rôt lêk¹ khon² chò:p chây³
 (People²like using³small cars¹.)

rù:p nĩ:¹ chãn² du: lê:w la cà³
 (I²'ve already seen³this photograph¹.)

phà: nĩ:¹ thv:² khv:y chây mây³
 (Have you²ever used³this material¹?)

nâŋsú: lêm yăy nãn¹ phũen-phóm² ca khó: yw:m³
 (My friend²will be borrowing³that big book¹.)

3. A Double Transitive Verbum (V_{tt}) is a verb phrase with or without a particle or a group of particles which is directly followed by both the Object (O) and the Indirect Object (I) in this order. That is to say, it occurs in the sequences $V_{tt}OI$ and $SV_{tt}OI$. Under the circumstances already described on p.34 the Object may be anteposed, i.e. it may occur in the sequence $OSV_{tt}I$, e.g.

a) $V_{tt}OI$

kamlan ca só:n nâŋsú: đẽk

(I was going to give the boy a lesson.)

lit. to be going to, teach, lesson, boy.

kũep khá:y thì: troŋ nĩ: khâw lê:w si

(We nearly sold this site to somebody.)

lit. nearly, sell, site, here, somebody, already, a particle.

sâk ʔaray nâ: ʔĩ:k là

(What are you questioning Auntie about this time?)

lit. question, what, Auntie, again, a particle.

chùey cě:k sú:cibăť khě:k nŏy nâ

(Will you please help distribute the programmes to our
guests.)

lit. help, distribute, programme, guest, a little, a
particle.

yaŋ mây dâŋ hây ya: khon-khây ɭv:y

(I haven't given the patient the medicine yet.)

lit. have not yet given, medicine, patient, at all.

b) S V_{tt}⁰ I

kh-ray¹ hây² lù:kkwă:t³ nú:⁴

(Who¹ gave² you⁴ the sweet³?)

khon¹ kamlaŋ tɿ:m² nâm-man³ rô:t⁴

(A man¹'s filling² the car⁴ with petrol³.)

thɿ:¹ chùey cě:k² sú:cibăť³ khě:k⁴ nŏy nâ²

(Will you¹ please help distribute² the programmes³ to our
guests⁴.)

phùyăy kũep thũk khon¹ chò:p làw² nĩtha:n³ dẽk⁴
 (Almost every adult¹ likes telling² children⁴ stories³.)

phò:¹ ca khá:y² rôt khan lêk³ khon thì phò: rũcăk⁴
 (Father¹ will sell² the small car³ to the person he knows⁴.)

c) O S V_{tt}I

dỏk-mâ:y nĩ:¹ khray² hày³ thx:⁴
 (Who² gave³ you⁴ these flowers¹?)

nĩtha:n rũen nĩ:¹ phùyăy² chò:p làw³ dẽk⁴
 (Adults² like telling³ children⁴ this story¹.)

rôt khan lêk¹ phò:² ca khá:y³ khon thì phò: rũcăk⁴
 (Father² will sell³ the small car¹ to the person he knows⁴.)

phĩtchakhanĩt¹ khru: khon nĩ:² khx:y só:n³ phóm⁴
 (This teacher² used to teach³ me⁴ algebra¹.)

sú:cịbắt¹ thx:² chũey cẽ:k³ khẽ:k⁴ nũy nã³
 (Will you² please help distribute³ the programmes¹ to our
 guests⁴.)

Nominal Sentence Constituents

1. The Subject (S) is a noun phrase with or without a particle or a group of particles occurring directly before any Verbum, either with or without a preceding Object (O): it is found in the sequences SV_i , SV_tO , $SV_{tt}OI$, OSV_t and $OSV_{tt}I$. A noun phrase occurring directly after an anteposed Intransitive Verbum (V_i) is also classed as a Subject, i.e. we may have it in the sequence V_iS , but never in the sequences V_tS or $V_{tt}S$ since any noun phrase occurring after a Transitive or Double Transitive Verbum is by definition to be classed as an Object. Examples:-

a) $S V_i$

fón tők (It's raining.)

lom kamlaŋ rɛ:ŋ (The wind's strong.)

kăpkhà:w yaŋ mà:y sũk (The food's not cooked yet.)

sòm sǐp bay phɔ: mây (Are ten oranges enough?)

kapáw bay yăy nà năk caŋ
(The big suitcase is very heavy.)

sùe só:ŋ tue nân khá:w dĩ:

(Those two shirts are nice and white.)

tòn-mâ:y phùək nĩ: ca ta:y lê:w

(These trees are dying.)

b) S V_t O

mó: kamlaŋ trǔet khon-khày
(The doctor's examining a patient.)

chân ca faŋ wítthayû?
(I'm going to listen to the radio.)

nú: lu:m thĩŋ cǔtmá:y
(I forgot to post the letter.)

nít nè yǎ:k pay ʔaŋkrít
(It's Nit who would like to go to England.)

thêksi: khan nĩ: mi: khon
(This taxi has someone in it.)

phrâʔ lá:y ʔoŋ kamlaŋ khà:m thanón
(Many monks are crossing the road.)

lù:k khon to: yǎ:k khàw mahá:wítthaya:lay
(My eldest would like to go to the University.)

c) S V_{tt}^O I

khru: kamlaŋ cǔ:k khò-sǔ:p nâkriēn
(The teachers are distributing examination papers to students.)

khray ca só:n wannakhadi: raw
(Who's going to teach us literature?)

khon-súen yaŋ mạy dầy rôť nâ:m tòn-mâ:y

(The gardener hasn't watered the trees yet.)

khon thì nì: mạy chò:p sâk ʔaray khray

(People here don't really like to question anybody about anything.)

phùcha:y thì ma: mư̄e wa:n khv:y khá:y thì: phò:

(The man who came yesterday used to sell land to Father.)

d) O S V_t

nư̄e¹ chân² ca hăn ʔe:ŋ³

(I²'ll slice³the meat¹myself³.)

cốtmá:y¹ nú:² lu:m thĩŋ³

(I²forgot to post³the letter¹.)

ʔakă:t thì nì:¹ khon² chò:p kan mà:k³

(People²like³the climate¹here¹very much on the whole³.)

khanóm¹ mề:-khruə² kamlaŋ pay-ʔaw³

(The cook²'s gone to fetch³the sweet¹.)

rôť khan nân¹ lù:k-cha:y khon lêk sì² ca khăp³

(My young son²is going to drive³that car¹.)

nalika: ruən yăy¹ khun khon nĩ:² sũ:-sĩe lê:w³

(This gentleman²has already bought³the big clock¹.)

e) O S V_{tt}I

khò-sǎ:p¹ khru:² kamlaŋ cě:k³ nâkrien⁴

(The teachers² are distributing³ examination papers¹ to students⁴.)

wannakhadi:¹ khray² só:n³ khun⁴

(Who² taught³ you⁴ literature¹?)

khwa:m-lâp¹ khray là² ca klà: thá:m³ thv:⁴

(Who² would dare to ask³ you⁴ the secret¹!)

phě̃n-siəŋ nî:¹ phuen² phə̃ŋ hây³ nî⁴

(A friend²'s just given³ Nit⁴ this record¹.)

thì: troŋ nî:¹ phùcha:y thì ma: mưə wa:n² khv:y bǎ:k

khá:y³ phò:⁴

(The man who came yesterday² often offered to sell³ Father⁴ this site¹.)

f) V_iS*

son đẽk khon nî: (This boy's naughty.)

ʔarǎy khanóm wan nî: (The pudding's nice to-day.)

cěp mây khun (Are you in pain?)

hó:m nâ kulǎ:p phùək nî:

(These roses smell nice, don't they?)

* The examples given below are regarded as being of this pattern, and not of the pattern V_tO, in that they may be reversible to the pattern SV_i.

thũ:k mà:k khó:ŋ thì nĩ:

(Things here are very cheap.)

đũet lê:w nâ:m nay ka:

(The water in the kettle is now boiling.)

lền châ: caŋ rô:t khan nà: nà

(The car in front is going very slowly.)

2. The Object (O) is a noun phrase with or without a particle or a group of particles found in any of the following three contexts:

a) directly after a Transitive Verbum (V_t)
i.e. it occurs in the sequences V_tO and SV_tO , e.g.

i) V_tO

pũet húa

(I've got a headache.) lit. ache, head.

yă:k klăp muəŋ-thay lê:w

(I'd like to go back to Thailand.)

lit. would like, go back, Thailand, already.

ca sũ: nâŋsũ: kĩ: lêm nâ

(How many books are you going to buy?)

lit. to be going to, buy, book, how many.

tòŋ kho:y rô:t khan lăŋ

(We'll have to wait for the next bus.)

lit. have to, wait, the next bus.

khɤ:y dɛyyin chù: nɪ: mây

(Have you ever heard this name before?)

lit. have ever heard, this name, a particle.

chùey chun thúŋ-thâ:w só:ŋ khù: nân dùey

(Will you please darn those two pairs of socks as well.)

lit. help, darn, sock, two, pair, that, as well.

ii) S V_tO

phì:-cha:y-chân màỵ chò:p dũ:m biə

(My older brother doesn't like drinking beer.)

děk phùək nɪ: yaŋ màỵ dầy lâ:ŋ mu:

(These children haven't washed their hands yet.)

phayû? khò:n tòn-mâ:y sá:m tòn nè

(The storm blew down three trees.)

phóm tòn khiến cõt má:y ʔĩ:k lá:y chabǎp

(I've got to write many more letters.)

khâw màỵ dầy tham thì-nò:n nay hòŋ nɪ:

(They didn't make the bed in this room.)

mè: khít ca ʔaw mò: bay yǎy ma lê:w si

(Mother was thinking of bringing the big pot.)

phùen-phóm yǎ:k dà:y rôŋ thì chây lê:w sâk khan nun

(A friend of mine would like to get a used car.)

b) directly after a Double Transitive Verbum
 (V_{tt}) i.e. it occurs in the sequences $V_{tt}OI$ and $SV_{tt}OI$, e.g.

i) $V_{tt}^0 I$

cě:k sataŋ đěk nŏy nâ

(Give the children some money, won't you?)

mây tŏŋ hây fá: khâw pay rŏk

(You needn't give him the lid.)

lit. not, need, give, lid, him, a post verb, a particle.

ca pay-bŏ:k khaŋ:n đěk thì ma: wan nî: lê:w

(I'll go and tell the students who have come to-day their marks.)

lit. shall, go and tell, mark, student, who, come, to-day, now.

tx:m nâ:m rô:t thŭk khaŋ lê:w rŏ

(Have you put water in all the cars?)

lit. put, water, car, every one, already, a particle.

chŭey só:n phasá:-fârăŋsě:t phŭen-chân sâk khon sì

(Will you teach French to a friend of mine?)

lit. help, teach, language, French, friend, I, one, a particle.

ii) $S V_{tt}^0 I$

raw¹ tŏŋ hây² khó:ŋkhwán³ sómsăk⁴

(We¹ must give² Somsak⁴ a present³.)

đẽk¹ yaŋ mạy dầy rô² nâ:m³ malî? tòn nî:⁴

(The boy¹ hasn't yet watered (lit. hasn't yet put² water³)
this jasmine tree⁴.)

yà:¹ ca cễ:k² khó:ŋ phùək nî:³ khễ:k⁴

(Grandmother¹ will give² these things³ to the guests⁴.)

khun¹ lɔ:ŋ thá:m² rakha: khà:w³ phùyíŋ khon nân⁴ dùəy
sì²

(Can you¹ just ask² that lady⁴ the price of rice³ as
well²?)

khon ba:ŋ khon¹ mắkca sắk² rùəŋ thì mạy pen rùəŋ³ khon⁴

(Some people¹ tend to question² one⁴ about things which
don't make sense³.)

c) directly before the sequence SV_t or the
sequence SV_{tt} i.e. it occurs in the sequences OSV_t and OSV_{tt} ,
e.g.

1) O S V_t

nũe nà¹ chắn² ca hắn ?e:ŋ³

(I² 'll slice³ the meat¹ myself³.)

rôt lêk¹ khon² chồ:p chắy³

(People² like using³ small cars¹.)

sòm nì:¹ phóm² chắy lê:w³

(I² 've used³ this fork¹.)

rôt-me: khan nân¹ khon² tem lê:w³
 (That bus¹ is already full³ of people².)

pratu: nà: bà:n khâw ma-sòm lê:w
 (They² came to repair³ the front door of the house¹.)

kè:w só:η bay nî:¹ yûphin² kamlaη ca lâ:η³
 (Yupin²'s going to wash³ these two glasses¹.)

naηsú: lè̃m ba:η nân¹ phuen² ca ʔaw khu:n lê:w³
 (My friend²'s going to take³ that thin book¹ back³.)

ii) O S V_{tt}I

tûkkata: nà¹ chân² ca hây³ lá:n-sá:w⁴
 (I²'ll give³ my niece⁴ the doll¹.)

ya: ba:η yă:η¹ khâw² mây khá:y³ khun⁴
 (They² won't sell³ you⁴ some kinds of medicine¹.)

khă:w di:¹ thv:² nà: ca bǝ:k³ chân⁴
 (You² should have told³ me⁴ the good news¹.)

khó:η phuek nî:¹ yà:² ca cǝ:k³ khě:k⁴
 (Grandmother² will give³ these things¹ to the guests⁴.)

3. The Indirect Object (I) is a noun phrase with or without a particle or a group of particles occurring after an Object (O) preceded by a Double Transitive Verbum (V_{tt}), or immediately after a Double Transitive Verbum. That is to say, it occurs in the sequences $V_{tt}OI$, $SV_{tt}OI$ and $OSV_{tt}I$, e.g.

a) $V_{tt}OI$

yă:k thá:m khane:n khru:

(I'd like to ask teacher the marks.)

lit. would like, ask, mark, teacher.

hày tan đэк lê:w rý

(Have you given the boy some money?)

lit. give, money, boy, already, a particle.

rôt nâ:m phăk lê:w ^(n'ý) rý

(Have you watered the vegetables?)

lit. put, water, vegetable, already, a particle.

chùey khá:y lù:kkwă:t đэк phùek nân nè

(You can help sell those children some sweets.)

lit. help, sell, sweets, those children, a particle.

mây khuen sâk ?aray khon thì phừn rúcăk mắymắy

(We shouldn't question people to whom we've just been introduced about anything.) lit. not, should, question, anything, people, whom, just, know, newly.

b) S V_{tt}O I

thx:¹ nà: ca bǎ:k² khǎ:w di:³ chân⁴
(You¹ should have told² me⁴ the good news³.)

kammaka:n¹ thá:m² ʔaray³ thx:⁴
(What³ did the committee¹ ask² you⁴?)

nú:¹ mǎy tǝŋ tx:m² nâ:m³ rôt khan nĩ:⁴
(You¹ needn't put² water³ in this car⁴.)

nĩt¹ chũey bǎ:k² rakha: ya:³ phũcha:y khon phómphó:m⁴
nǎy²

(Will you (Nit¹) tell² the thin man⁴ the price of the
medicine³?)

khru:-yǎy¹ ca cǎ:k² raŋwan³ dǎk thĩ sǎ:p dà:y khanc:n
yĩem⁴

(The Headmaster¹ is going to present² prizes³ to the boys
who got through with top marks⁴.)

c) O S V_{tt}I

bà:n nĩ:¹ phò:² ca hày³ nú:⁴
(Father²'s going to give³ you⁴ this house¹.)

thĩ-din plɛ:ŋ nĩ:¹ thx:² ca khá:y³ khray lǎ⁴
(Who⁴ are you² going to sell³ this piece of land¹ to?)

khô-số:p¹ raw² yaŋ mạy dà:y cế:k³ đễk⁴ lɿ:y³

(We² haven't distributed³ the examination papers¹ to the students⁴ yet³.)

nâ:m nà¹ nú:² mạy tồŋ tɿ:m³ rô:t khan nĩ:⁴ rốk³

(You² needn't put³ water¹ in this car⁴.)

raŋwan¹ khru:-yăy² ca cế:k³ đễk thỉ số:p dà:y khan:n yìem⁴

(The Headmaster²'s going to present³ prizes¹ to the boys who got through with top marks⁴.)

4. The Nomen (N)* is a noun phrase with or without a particle or a group of particles functioning as a sentence constituent in a sentence unaccompanied by a Verbum. Such sentences consist of one (Nomen) or two Nomina, e.g.

a) N

mề: cá:	(Mother!) lit. mother, a particle.
pà:	(Auntie!)
prathin	(Pratin!)
rô:t	(Mind the car!) lit. car.
khun	(Excuse me, Miss or Mrs. or Sir.) lit. you.
thɿ: cá:	(Darling!) lit. you, a particle.
nĩ:	(I say!) lit. this or here.
bà:n-chân lán mắy	(My house is the new one.) lit. house, I, the new one.
nâŋsú: khốŋ phừen lèm nĩ:	(It's this book that belongs to my friend.) lit. book, of, friend, this.

* See also pp. 26, 31.

b) N N

- nì: pǎkka: kh-ray (Whose pen is this?) lit. this, pen,
who.
- nàn ròm-chân (That's my umbrella.) lit. that,
umbrella, I.
- khon náy phò:-nú: (Which one's your father?) lit.
which one, father, you.
- lêk nà lá:n-thx: rý (Is Lek your nephew?) lit. Lek, a
particle, nephew, you, a particle.

Secondary Sentence Constituents, or Adjuncts

Reasons have already been given for distinguishing Primary from Secondary sentence constituents (see p.24). It remains only to amplify some of those points which relate to the Secondary constituents by making the following statements:

First, it is to be stated that the Secondary constituents, or the "Adjuncts", never occur without the accompaniment of a Primary constituent in initiating sentences.

Secondly, an Adjunct may be freely shifted from an initial position to a final position of a sentence without alteration of the over-all meaning of the sentence: the alteration that takes place is only in the degree of emphasis. The Adjunct is more emphatic when found at the beginning of the sentence than when found at the end.

Thirdly, there may be one Adjunct or more, at a time, occurring with the Primary constituents. When two or three Adjuncts are associated together in a sentence many possible sequential arrangements of them may be observed. Each arrangement will give an emphatic effect different from that of all the others. The nearer an Adjunct is to the beginning of the sentence the greater will be the degree of emphasis placed on it.

The Adjuncts, or Secondary sentence constituents are of three kinds: Modal Adjuncts (A_m), Locational Adjuncts (A_l)

and Temporal Adjuncts (A_t), viz.,

1. A Modal Adjunct (A_m) is a modal phrase occurring freely either in an initial or a final position, e.g.

1. nà:'klue rô:t mà:y ma: lê:w

(I suppose the car won't turn up.)

rô:t mà:y ma: lê:w nà:'klue

(The car won't turn up, I suppose.)

2. pőkkatĩ? chân mà:y khố:y pay náy

(As a rule, I hardly go anywhere.)

chân mà:y khố:y pay náy pőkkatĩ?

(I hardly go anywhere, as a rule.)

3. ta:m thammada: phỏ: mà:y đũ:m lɿ:y

(Normally Father doesn't drink at all.)

phỏ: mà:y đũ:m lɿ:y ta:m thammada:

(Father doesn't drink at all, normally.)

4. ta:m pőkkatĩ? phỏm chỏ:p faŋ dontri: mà:k

(Usually I like listening to music very much.)

phỏm chỏ:p faŋ dontri: mà:k ta:m pőkkatĩ?

(I like listening to music very much, usually.)

2. A Locational Adjunct (A_1) is a locational phrase occurring freely either in the initial or final position of the sentence, e.g.

1. nay khruə fay sawǎ:ŋ di:

(In the kitchen the light's pretty bright.)

fay sawǎ:ŋ di: nay khruə

(The light's pretty bright in the kitchen.)

2. khà:ŋ thanón rôť cǎ:t yê?

(By the roadside a lot of cars are parked.)

rôť cǎ:t yê? khà:ŋ thanón

(A lot of cars are parked by the roadside.)

3. thì bà:n dǎk yê?

(At home there are many children.)

dǎk yê? thì bà:n

(There are many children at home.)

4. bon sapha:n rôť ta:y bǎy

(On the bridge the car has often stopped.)

rôť ta:y bǎy bon sapha:n

(The car has often stopped on the bridge.)

5. nay hōn nī: fūn yē? cīn } (There's a lot of dust in this
fūn yē? cīn nay hōn nī: } room.)

6. bon tô? só:n tue nân khray yă: wa:n khó:n nâ }
khray yă: wa:n khó:n bon tô? só:n tue nân nâ }
 (Nobody should put anything on those two tables.)

7. nay tù: bay yăy yan mi: khó:n ?ĩ:k mây }
yan mi: khó:n ?ĩ:k mây nay tù: bay yăy }
 (Is there anything in the big cupboard?)

8. nay hōn thì phền tha: sí: fay sawă:n di:
 (In the room which has just been painted the light's
 pretty bright.)

fay sawă:n di: nay hōn thì phền tha: sí:
 (The light's pretty bright in the room which has just
been painted.)

9. bon rô-t-me: khan thì chân khùn wan nī: mi: tamrűet lá:y khon
 (On the bus which I boarded to-day there were many police-
 men.)

mi: tamrűet lá:y khon bon rô-t-me: thì chân khùn wan nī:
 (There were many policemen on the bus which I boarded to-
day.)

10. thì râ:n thì phền pǎ:t mǎy bɔ:rika:n di: caŋ

(At the shop which has just opened the service is jolly good.)

bɔ:rika:n di: caŋ thì râ:n thì phền pǎ:t mǎy

(The service is jolly good at the shop which has just opened.)

3. A Temporal Adjunct (A_t) is a temporal phrase occurring freely either in the initial or final position of the sentence, e.g.

1. tɔ:n châ:w rô:t nèn di: caŋ

(In the morning the bus is very crowded.)

rô:t nèn di: caŋ tɔ:n châ:w

(The bus is very crowded in the morning.)

2. phrùn nĩ: roŋ-rien pǎ:t lê:w

(To-morrow the school will open.)

roŋ-rien pǎ:t lê:w phrùn nĩ:

(The school will open to-morrow.)

3. duen nĩ: phuen lá:y khon ca tǎŋŋa:n

(This month a lot of my friends are getting married.)

phuen lá:y khon ca tǎŋŋa:n duen nĩ:

(A lot of my friends are getting married this month.)

4. mùə wa:n dẽk lu:m sũ: sòm

(Yesterday the girl forgot to buy some oranges.)

dẽk lu:m sũ: sòm mùə wa:n

(The girl forgot to buy some oranges yesterday.)

5. maru:n nĩ: chân ca pay-há: mố:-fan

(The day after to-morrow I'm going to see the dentist.)

chân ca pay-há: mố:-fan maru:n nĩ:

(I'm going to see the dentist the day after to-morrow.)

6. mùə khu:n phóm tx:m nâ:m rô:t lê:w

(Last night I put some water in the car.)

phóm tx:m nâ:m rô:t lê:w mùə khu:n

(I put some water in the car last night.)

As has already been said earlier on (see p. 62), the Adjunct is more emphatic when found at the beginning of the sentence than when found at the end of the sentence. This applies of course to any kind of Adjunct. If, for instance, we compare the first with the second example given in each pair of such examples from p.63 onwards the Adjunct in the first example carries more emphasis than that in the second example in all cases.

As has also been mentioned (see p.62), the Adjuncts may be associated together in a sentence. In all such cases there is more emphasis placed on the first than the second and on the second than the third, if any, respectively. We have altogether sixteen¹ possible sequential arrangements, or patterns, of such constituents in a sentence or sentences. These may be conveniently described separately as follows.

Firstly, we have six possibilities of arrangement when all three Adjuncts are found at the beginning of the sentence (see patterns 1-6 below).

Secondly, we have a further six possibilities when two Adjuncts are found at the beginning of the sentence, either alone or with another Adjunct at the end of the sentence (see patterns 7-12 below).

Thirdly, we have three possibilities of arrangement when two Adjuncts are found at the end of the sentence, either by themselves or with another Adjunct at the beginning of the sentence (see patterns 13-15 below).

Lastly, we seem to have only one possible arrangement when all three Adjuncts are found at the end of the sentence (see pattern 16 below).

1 Or twenty-five if one includes patterns 7-12 without the Adjunct at the end and patterns 13-15 without the Adjunct at the beginning.

These sixteen patterns may be formulated and exemplified as follows:-

1. A_m A_t A_l
2. A_m A_l A_t
3. A_t A_m A_l
4. A_t A_l A_m
5. A_l A_m A_t
6. A_l A_t A_m
7. A_m A_t (A_l)
8. A_m A_l (A_t)
9. A_t A_m (A_l)
10. A_t A_l (A_m)
11. A_l A_m (A_t)
12. A_l A_t (A_m)
13. (A_m) A_l A_t
14. (A_t) A_l A_m
15. (A_l) A_t A_m
16. A_l A_t A_m

Examples:

nà:'klue to:n nĩ: thì bà:n mảy mi: khray

(I imagine there's nobody at home at the moment.)

lit. it is imagined, at the moment, at home, not, have, anybody.

pőkkatĩ? pă:n nĩ: ta:m khà:ŋ thanón rôt cǎ:t yê? lê:w

(Normally by this time there will be plenty of cars parked
along the roadsides.)

lit. normally, by this time, along the roadside, car, park,
plenty, already.

ta:m thammada: tɔ:n klanwan thì rā:n nĩ: khon nèn mà:k

(Usually people crowd into this shop during the day.)

lit. usually, during the day, at this shop, people, crowded,
very.

As far as the Adjuncts are concerned it will be seen that all the sentences just cited are of the same pattern, i.e. they are all of the pattern $A_m A_t A_l \dots$, or pattern 1 above. Each sentence can be rearranged into any of the fifteen other patterns in order that the placement of emphasis will be slightly varied each time. Compare, for instance, the examples given above with the following:

nà:'klue thì bà:n tɔ:n nĩ: mày mĩ: khay

pőkkatĩ? ta:m khà:ŋ thanón pă:n nĩ: rôt cǎ:t yê? lê:w

ta:m thammada: thì rā:n nĩ: tɔ:n klanwan khon nèn mà:k etc.

all of which are of the pattern $A_m A_l A_t$, or pattern 2 above.

In both cases the emphasis is placed most on the first Adjunct (i.e. A_m), but while in the former examples the second Adjunct (i.e. A_t) is given more emphasis than the third (i.e. A_l), in the latter examples the reverse is the case. Thus, nà:'klue

(I imagine), pǒkkatǐ? (normally) and ta:m thammada: (usually) are all the most emphatic in both sets of sentences; to:n nǐ: (at the moment), pǎ:n nǐ: (by this time) and to:n klaywan (during the day) are more emphatic in the first case and less emphatic in the second case than thǐ bà:n (at home), ta:m khà:ŋ thanón (along the roadside) and thǐ rǎ:n nǐ: (at this shop), respectively.

It is to be noted that when two Adjuncts are found at the end of the sentence there seems to be some restriction in the possibilities of their arrangement, viz.,

a) A Locational Adjunct (A_l) may precede a Temporal Adjunct (A_t) or a Modal Adjunct (A_m) - see patterns 13 and 14 above, but it does not seem to follow any of these. That is to say, in the usage of the author and such friends she has consulted the patterns $A_t A_l$ or $A_m A_l$ do not occur.

b) A Temporal Adjunct (A_t), on the other hand, may precede a Modal Adjunct (A_m) - see pattern 15 above, but it does not seem to follow it. That is to say, in the usage of the author and such friends she has consulted the pattern $A_m A_t$ does not occur.

To put it in a different way, where there are two Adjuncts at the end of the sentence it may be said that the Locational Adjunct (A_l), if any, will occur immediately after the Primary constituents; whereas the Modal Adjunct (A_m), if any, will take the final position of the sentence.

CHAPTER III

PHRASE TYPES AND PHRASE CONSTITUENTS

A word or a word and its expansion which may function as a sentence constituent will be referred to as a "phrase".

Phrase Types

Phrases are of five types. They may be described as follows:

1. Noun Phrase A noun¹, a pronoun², a noun and its expansion or a pronoun and its expansion which may function as one of the four nominal sentence constituents (namely, the Subject (S), the Object (O), the Indirect Object (I) and the Nomen (N)) will be referred to as a "noun phrase". Examples of a noun phrase consisting of a noun and its expansion, and of a pronoun and its expansion are given below. In these examples the nouns or pronouns are underlined, the expansions are left unmarked.

a) a noun and its expansion

<u>pők</u> nân sú:	(the <u>cover</u> of the book)
<u>túe</u> nì:	(this <u>ticket</u>)
<u>thă:t</u> bay nân	(that <u>tray</u>)
<u>kàw'ì:</u> tue tìe	(the low <u>chair</u>)

1 See pp. 161-2.

2 See pp. 169-71.

<u>nôk</u> sá:m tuə nân	(the three <u>birds</u> over there)
<u>sòm</u> thì pố:k lê:w	(the <u>oranges</u> which have been peeled)
<u>khon</u> sŭenmà:k	(most <u>people</u>)
<u>khố:ŋ</u> thì nì:	(<u>things</u> here)
<u>kăpkhà:w</u> wan nŋ:	(to-day's <u>food</u>)

b) a pronoun and its expansion

<u>khun</u> nì:	(this <u>person</u>) lit. you, this.
<u>khun</u> só:ŋ khon	(<u>you</u> two)
<u>thv:</u> khon diəw	(<u>you</u> only)
<u>khun</u> sá:m khon nân	(those three <u>persons</u>) lit. you, three, a classifier, those.

2. Verb Phrase A verb¹ or a verb and its expansion which may function as one of the three verbal sentence constituents or Verba (namely, the Intransitive Verbum (V_i), the Transitive Verbum (V_t) and the Double Transitive Verbum (V_{tt})) will be referred to as a "verb phrase". Examples of a verb phrase consisting of a verb and its expansion are given below, with the verbs being underlined and the expansions left unmarked.

1 See pp. 161-8.

<u>khá:y</u> di:	(<u>sell</u> well)
<u>sǔk</u> lê:w	(is <u>cooked</u> now)
kamlan̄ <u>di:</u>	(is just <u>right</u>)
yan̄ maȳ <u>phrô:m</u>	(is not <u>ready</u> yet)
cuen̄ <u>mù:t</u> lê:w	(is nearly <u>dark</u>)
<u>khem</u> caṇ	(is very <u>salty</u>)
<u>nàn</u> bon̄ tien̄	(<u>sit</u> on the bed)
ca <u>klăp</u> phrùn̄ nî: lê:w	(am <u>going back</u> to-morrow)
khuen̄ ca <u>trǔet</u> du:-sîe kǒ:n	(should have been <u>checked</u> first)

3. Modal Phrase A mode-word¹ or a mode-word and the preceding preposition "ta:m"² which may function as an Adjunct will be referred to as a "modal phrase". Examples:

a) a mode-word

nà:'klue	(I'm afraid, I suppose or unfortunately)
pőkkatĩ?	(usually or as a rule)
thammada:	(normally)

b) a mode-word and the preceding preposition "ta:m"

ta:m pőkkatĩ?	(as a rule)
ta:m thammada:	(normally)

1 See pp. 206-7.

2 See p. 213.

4. Locational Phrase A noun phrase preceded by one, two or three prepositions¹, or, only a sequence of two prepositions which may function as an Adjunct will be referred to as a "locational phrase". In the following examples all the prepositions are underlined.

<u>bon</u> taw	(<u>on</u> the stove)
<u>khà:ŋ</u> thanón	(<u>by</u> the <u>roadside</u>)
<u>thì</u> bà:n	(<u>at</u> home)
<u>thì</u> nân	(there) lit. <u>at</u> , there.
<u>ta:m</u> râ:n yăy	(<u>in</u> the big stores)
<u>nay</u> rô:t khan nî:	(<u>in</u> this car)
<u>thì</u> tà:y kraday	(<u>under</u> the stairs)
<u>tron</u> <u>nà:</u> praysani:	(<u>at the front of</u> the post office)
<u>thì</u> <u>bon</u> <u>lân</u> tù: bay lêk	(<u>on top of</u> the small cupboard)
<u>khà:ŋ</u> <u>nà:</u>	(<u>in front</u>)
<u>khà:ŋ</u> <u>nay</u>	(<u>inside</u>)

5. Temporal Phrase A time-word² and its expansion which may function as an Adjunct will be referred to as a "temporal phrase". In the following examples all the time-words are underlined.

<u>wan</u> nî:	(to- <u>day</u>)
<u>duen</u> nî:	(this <u>month</u>)
<u>?athî:t</u> diəw	(only a <u>week</u>)
<u>?î:k</u> pi: num	(another <u>year</u>)
<u>mùe</u> <u>châ:w</u>	(this <u>morning</u>)

1 See pp. 212-3.

2 See pp. 201-5.

<u>tɔ:n</u> <u>bǎ:y</u>	(<u>in</u> the <u>afternoon</u>)
<u>mùe</u> <u>tɔ:n</u> <u>klaŋwan</u> <u>nɪ:</u>	(<u>at</u> about <u>midday</u> <u>to-day</u>)
<u>mùe</u> <u>duen</u> <u>thì</u> <u>lê:w</u>	(last <u>month</u>)

Downgraded Phrase

A modal phrase, a locational phrase or a temporal phrase will be referred to as a "downgraded phrase"¹ when functioning within a noun or a verb phrase itself. Examples:

a) within a noun phrase

<u>khà:w</u> <u>ta:m</u> <u>pőkkatĩ?</u>	(<u>usually</u> the rice)
<u>phónlamâ:y</u> <u>ta:m</u> <u>thammada:</u>	(<u>normally</u> fruit)
<u>khó:ŋ</u> <u>thì</u> <u>bà:n</u>	(things <u>at home</u>)
<u>ʔakǎ:t</u> <u>khà:ŋ</u> <u>nò:k</u>	(the weather <u>outside</u>)
<u>khǎ:w</u> <u>wan</u> <u>nɪ:</u>	(<u>to-day's</u> news)
<u>dě:t</u> <u>tɔ:n</u> <u>châ:w</u>	(<u>morning</u> sunshine)

b) within a verb phrase

<u>khɔ:y</u> <u>nay</u> <u>hòn</u> <u>kǒ:n</u>	(wait <u>in the room</u> for a while)
<u>khɜ:y</u> <u>ma:</u> <u>thì</u> <u>nì:</u> <u>lê:w</u>	(have already been <u>here</u>)
<u>tũ:n</u> <u>tě:</u> <u>châ:w</u>	(get up <u>early in the morning</u>)
<u>ʔǒ:k-pay</u> <u>tàntě:</u> <u>thìen</u> <u>lê:w</u>	(has gone out <u>since midday</u>)

Phrase Constituents

The units of structure which occupy places in a phrase will be referred to as "phrase constituents".

1 For the use of the term "downgrading" see pp. 16 ff.

Noun Phrases

Five constituents are postulated for noun phrases. They are called Head (H), Intransitive Modifier (M_i), Adjunctive Modifier (M_a), Quantifier (Q) and Determinative (D). Since these elements function as constituents of a noun phrase they will be referred to as noun phrase constituents.

Noun Phrase Constituents

I. The Head (H) consists of one of the following:

- a) a simple noun
- b) a pronoun
- c) a compound noun
- d) a sequence of two nouns either with or without a nominal linker.
- e) a sequence of two pronouns or a noun and a pronoun, with a nominal linker.
- f) a sequence of three nouns with two linkers in between, or a sequence of two nouns and a pronoun with two linkers in between.

These are exemplified as follows¹:

- a) a Head consisting of a simple noun², e.g.

<u>chô:n</u>	(<u>spoon</u>)
<u>kradž:t</u>	(<u>paper</u>)
<u>sathá:ni:</u>	(<u>station</u>)

¹ All the Heads are underlined.

² See pp. 161, 222-3.

<u>mì:t</u> nì:	(this <u>knife</u>)
<u>bà:n</u> nân	(that <u>house</u>)
<u>khăy</u> bay nî:	(this <u>egg</u>)
<u>nôk</u> hà: tue	(five <u>birds</u>)
<u>kapáw</u> sá:m bay nî:	(these three <u>suitcases</u>)
<u>nân-sú:</u> lêm ná:	(the thick <u>book</u>)
<u>nalika:</u> ruen lêk	(the small <u>clock</u>)

b) a Head consisting of a pronoun¹, e.g.

<u>chân</u>	(I)
<u>phóm</u>	(I)
<u>khun</u>	(you)
<u>nì:</u>	(<u>here</u>) .
<u>náy</u>	(<u>where</u>)
<u>kh-ray</u>	(<u>who</u>)
<u>khun</u> nân	(that <u>person</u>) lit. Mr., Mrs. or Miss, that.
<u>raw</u> só:ŋ khon	(<u>we</u> two)
<u>thx:</u> khon diêw	(just <u>you</u>)
<u>khun</u> só:ŋ khon nân	(those two <u>persons</u>)

c) a Head consisting of a compound noun², e.g.

<u>lố:t-fay</u>	(<u>bulb</u>)
<u>chố:n-ŋx̄n</u>	(<u>silver spoon</u>)
<u>sabũ:-lâk</u>	(<u>Lux soap</u>)
<u>khon-thay</u>	(<u>Thai people</u>)

1 See pp. 169-71.

2 See pp. 222-6.

<u>phùen-chân</u>	(<u>my friend</u>)
<u>rôt-fay</u> khabuen nî:	(this <u>train</u>)
<u>krố:p-rù:p</u> ?an nî:	(this <u>picture-frame</u>)
<u>kuncε:-tù:</u> ?ĩ:k đố:k nưn	(another <u>cupboard key</u>)
<u>mì:t-phập</u> lêm nưn	(a <u>folding knife</u>)
<u>nalika:-plũk</u> ruen lêk	(the small <u>alarm-clock</u>)
<u>hồn-rập-khế:k</u> yăy hờn nưn	(a big <u>drawing-room</u>)

d) a Head consisting of a sequence of two nouns¹,
either with or without a nominal linker², viz.,

Examples of a Head consisting of a sequence of two nouns
without any linker:-

<u>bà:n</u> <u>phùen</u>	(a <u>friend's house</u>)
<u>kuncε: tù:</u> bay yăy	(the <u>key</u> of the big <u>cupboard</u>)
<u>nalika: bà:n</u> nân	(the <u>clock</u> in that <u>house</u>)
<u>khá: tô?</u> tue nî:	(the <u>legs</u> of this <u>table</u>)
<u>ta: tũkkata:</u> tue to: nân	(that big <u>doll's eyes</u>)
<u>há:η karố:k</u> só:η tue nân	(those two <u>squirrels' tails</u>)
<u>kapáw sũe</u> tue nî:	(the <u>pockets</u> of this <u>jacket</u>)
<u>dà:m mì:t-phập</u> lêm diew	(the <u>handle</u> of one <u>folding knife</u>)

1 See pp. 222-3.

2 See p. 214.

Examples of a Head consisting of a sequence of two nouns with a nominal linker which is double-underlined:-

<u>khăy</u> <u>ka</u> <u>nom</u>	(<u>eggs</u> <u>and</u> <u>milk</u>)
<u>chố:n</u> <u>ka</u> <u>sòm</u> <u>phùek</u> <u>ní:</u>	(<u>these</u> <u>spoons</u> <u>and</u> <u>forks</u>)
<u>mũek</u> <u>kăp</u> <u>ròm</u>	(<u>a</u> <u>hat</u> <u>and</u> <u>an</u> <u>umbrella</u>)
<u>phò:</u> <u>kăp</u> <u>mè:</u>	(<u>father</u> <u>and</u> <u>mother</u>)
<u>khanóm</u> <u>khón</u> <u>děk</u>	(<u>the</u> <u>girl's</u> <u>pudding</u>)
<u>nậnsú:</u> <u>khón</u> <u>phùen</u> <u>khon</u> <u>nưn</u>	(<u>a</u> <u>friend's</u> <u>books</u>)
<u>rôt-fay</u> <u>ka</u> <u>rôt-me:</u>	(<u>train</u> <u>and</u> <u>bus</u>)
<u>phà-chết-nà:</u> <u>rủ</u> <u>phà-chết-tue</u>	(<u>a</u> <u>handkerchief</u> <u>or</u> <u>a</u> <u>towel</u>)
<u>phât-lom</u> <u>khón</u> <u>phùen</u>	(<u>a</u> <u>friend's</u> <u>electric</u> <u>fan</u>)
<u>kapăw</u> <u>khón</u> <u>khon-súen</u>	(<u>the</u> <u>gardener's</u> <u>suitcase</u>)
<u>sùe</u> <u>khón</u> <u>mè:</u> <u>tue</u> <u>măy</u>	(<u>Mother's</u> <u>new</u> <u>blouse</u>)
<u>pré:n-sí:-fan</u> <u>khón</u> <u>phò:</u> <u>?an</u> <u>nân</u>	(<u>that</u> <u>tooth-brush</u> <u>of</u> <u>Father's</u>)

e) a Head consisting of two pronouns or a noun and a pronoun, with a nominal linker which is double-underlined, viz.,

Examples of a Head consisting of a sequence of two pronouns with a nominal linker:-

<u>thư:</u> <u>ka</u> <u>chân</u>	(<u>you</u> <u>and</u> <u>I</u>)	or	(<u>you</u> <u>and</u> <u>me</u>)
<u>na:y</u> <u>ka</u> <u>raw</u>	"		"
<u>lủ:</u> <u>ka</u> <u>?ủe</u>	"		"
<u>khun</u> <u>kăp</u> <u>phóm</u>	"		"
<u>thàn</u> <u>kăp</u> <u>phóm</u>	"		"
<u>khun</u> <u>kăp</u> <u>chân</u>	"		"

khun rû phóm (you or I) or (you or me)
chân rû thx: (me or you)

Examples of a Head consisting of a noun and a pronoun
with a nominal linker:-

nít ka thx: (Nít and you)
kùñ ka chân (prawns and I)
dontri: ka raw (music and I)
wârun kăp khun (Warun and you)
prawăt kăp thàn (Prawat and you)
thx: ka nít (you and Nít)
khun kăp wârun (you and Warun)
sùe khón chân tuə mǎy (the new blouse of mine)
râtthaba:n khón raw chăt nĩ: (this present Government of ours)
nân sù:-phím khón khun chabăp nư (a newspaper of yours)

f) a Head consisting of three nouns with two linkers in between, or a sequence of two nouns and a pronoun with two linkers in between, viz.,

Examples of a Head consisting of three nouns with two
linkers in between

sùe ka kanke:ñ khón dểk (children's shirts and shorts)
thún-thâ:w rû rôn-thâ:w khón phò: (Father's socks or shoes)

sùe-phà: kăp ʔahá:n khón khon-khày (the patient's clothes
and food)

Examples of a Head consisting of a sequence of two nouns
and a pronoun with two linkers in between

păkka: ka dinsó: khón thx: (a pen and pencil of yours)

samŭt rŭ naṅsú: khón khun (a notebook or a book of yours)

ca:n kăp kè:w-nâ:m khón raw (plates and glasses of ours)

II. The Intransitive Modifier (M_i) consists of any intransitive adjectival verb (v_{ia})* alone or with a preceding classifier (c), giving us the formulae v_{ia} and $c v_{ia}$, e.g.

a) v_{ia}

mì:t <u>yăy</u>	(a <u>big</u> knife)
chô:n <u>lêk</u>	(a <u>small</u> spoon)
tũk <u>sú:n</u>	(a <u>tall</u> building)
ròm <u>khíew</u>	(a <u>green</u> umbrella)
khon <u>tìe</u>	(a <u>short</u> man)
phóm <u>ya:w</u>	(<u>long</u> hair)
phà: <u>ba:n</u>	(<u>thin</u> cloth)
ka'pro:n <u>sàn</u>	(a <u>short</u> skirt)
takien <u>kăw</u>	(an <u>old</u> lamp)
căk-yêp-phà: <u>măy</u>	(a <u>new</u> sewing machine)

b) $c v_{ia}$

mì:t <u>lêm yăy</u>	(<u>the big</u> knife)
chô:n <u>khan lêk</u>	(<u>the small</u> spoon)
tũk <u>lân sú:n</u>	(<u>the tall</u> building)
ròm <u>khan khíew</u>	(<u>the green</u> umbrella)
phà: <u>chîn ba:n</u>	(<u>the thin piece of</u> cloth)
ka'pro:n <u>tuê sàn</u>	(<u>the short</u> skirt)

* See p.168.

III. The Adjunctive Modifier (M_a) consists of a mode-word¹ or any of the three types of downgraded phrase², namely a downgraded modal (m), locational (l) or temporal (t) phrase; or two, and sometimes three of these in sequence, giving us further seven possibilities for the combination of such phrases which may be formulated as l m, l t, m t, m l, t m, l t m and l m t. All the mode-words and the downgraded phrases illustrated below are underlined, viz.,

Examples of an Adjunctive Modifier consisting of a mode-word:-

nân sù: <u>sŭenmà:k</u>	(<u>most</u> books)
khon phùek nŭ: <u>do:ymà:k</u>	(<u>most</u> of these people)
ʔakă:t <u>do:ythùethùəpay</u>	(the weather <u>in general</u>)

rôt khan lêk nà:'klue síe ʔĩ:k lê:w

(The small car, unfortunately, has gone out of order again.)

túe nì: thìcin yaŋ mà y khuen sŭ:

(This ticket, in fact, shouldn't have been bought just yet.)

phùcha:y-thay pőkkatĩ? mà y chò:p khó:ŋ-wá:n

(Siamese men don't usually like desserts.)

hòŋ yăy nì: thamnada: phò: chây

(This big room is normally used by Father.)

1 See pp. 206-7.

2 See p.76.

Examples of an Adjunctive Modifier consisting of a
downgraded phrase:-

a) a downgraded modal phrase

khà:w ta:m pokkatĩ? tòn lâ:ŋ-siə kǝ:n

(The rice must usually be washed first.)*

sùe tue nĩ: ta:m pokkatĩ? kháp mà:k

(This blouse is usually very tight.)*

phónlamâ:y ta:m thammada: mi: yê?

(Fruit is normally plentiful.)

na:lika:-phóm ta:m thammada: tron wela: di:

(My watch normally keeps the right time.)

b) a downgraded locational phrase

nânşú: thì hòŋ-samŭt (the books in the Library)

nalika: ruen yăy nay hòŋ-thó:ŋ (the big clock in the hall)

ʔakă:t khà:ŋ nò:k (the weather outside)

rôt thì tron nà: sathá:ni: (the cars in front of the station)

* This is one of the cases where the English translation tends to be misleading. From the Thai point of view the modal phrase "ta:m pǝkkatĩ?" (usually) is regarded here as part of the noun phrase, and not as part of the verb phrase as the English translation might suggest. It is less emphatic in this position than when functioning as an Adjunct at the beginning of the sentence. Contrast, for instance, the above sentence with such a sentence as -

ta:m pokkatĩ? sùe tue nĩ: kháp mà:k

(Usually, this blouse is very tight.)

ce:kan bon lán tù: (the vase on top of the cupboard)

thì: tron nî: (the land here)

kulă:p thì london mi: yê?

(Roses are plentiful in London.)

c) a downgraded temporal phrase

?akă:t to:n châ:w (the morning weather)

khă:w mùe wa:nsu:n (the day before yesterday's news)

kăpkhà:w wan nî: (to-day's food)

bà:n nân khui:n nî: giệp can (That house is quiet to-night.)*

nalika: ruen yăy mùe wa:n yan di: yũ:

(The big clock was all right yesterday.)*

rôt khan nà: mùe châ:w chân hén cǎ:t yũ: thì roŋ-rien

(I saw the car in front parking at school this morning.)*

Examples of an Adjunctive Modifier consisting of a sequence of two downgraded phrases:-

a) l m

khó:ŋ thì nî:¹ nà: 'klue² phé:ŋ mà:k

(Things here¹, unfortunately², are expensive.) **

* The English translation is misleading here from the grammatical point of view. Cp. with the footnote, p.85.

** Compare this and the following examples in this section with, again, the footnote on p. 85.

ʔakă:t nò:k muen¹ pőkkatĩʔ² sőtchù:n di:

(The air outside the town is usually pretty fresh.)

nalika: nay hòñ-thó:ñ¹ thicĩñ² mà y khv:y ta:y

(The clock in the hall¹, as a matter of fact², never used
to stop.)

ron-re:m thì nay muen yăy¹ sũenmà:k² di:

(Most² hotels in the big town¹ are good.)

pratu: lêk nà: bà:n¹ ta:m thammađa:² pŷ:t yŷ: samʔ:

(Usually², the small door at the front of the house¹ is
always open.)

b) l t

kăpkhà:w thì nĩ:¹ wan nĩ:² di: thidiw

(The food here¹ to-day² is jolly good.)

kulă:p thì ʔaŋkrĩt¹ tó:n nĩ:² khoñ mi: yêʔ lê:w

(Probably there are a lot of roses in England¹
at this time².)*

khăy nay tù:-yen¹ mùə chă:w² mi: tàn lá:y bay

(There were many eggs in the fridge¹ this morning².)*

nalika: ruen yăy nay hòñ-thó:ñ¹ mùə wa:n² phóm kháy la:n lê:w

(I wound up the big clock in the hall¹ yesterday².)*

* See the first footnote on p. 86.

khó:ŋ di: ta:m rā:n yăy¹pă:n nī:²khonj mốt lê:w

(All the good things in the big stores¹ are probably gone by now².)*

c) m t**

bay-mā:y thammada:¹pă:n nī:²luonj mốt lê:w

(Usually¹ by this time² the leaves have all turned yellow.)

rôt-me: pōkkatĩ¹to:n nī:²mây nèn

(Buses are not normally¹ crowded at this time².)

kăpkhà:w thicĩn¹yen nī:²mây tòn tham

(Actually¹, this evening² the food need not be prepared.)

hòn nī: sũenmà:k¹to:n châ:w²rô:n

(On the whole¹ this room's hot in the morning².)

d) m l***

rām-kafɛ: thicĩn¹théw nī:²há: yà:k

(Actually¹, around here² coffee bars are hard to find.)

fay-fâ: pōkkatĩ¹thi ʔaŋkrĩt²chây talǎ:t wela:

(Normally¹ in England² electricity is used all the time.)

* See the first footnote, p. 86.

** All the examples in this section refer back to the footnotes, pp. 85, 86.

*** All the examples in this section refer back to the footnote, p. 85.

kăy tue nuŋ thammaḍa:¹ thì bà:n² tha:n mû: diew

(A chicken's usually¹ enough for just one meal at home².)

khà:w-níew nà:'klue¹ thì rā:n nî:² mạy mi:

(I'm afraid¹ there's no glutinous rice in this shop².)

e) t m**

bay-mâ:y pă:n nî:¹ thammaḍa:² lúeŋ mốt lê:w

(Usually² by this time¹ the leaves have all turned yellow.)

rôt-me: to:n nî:¹ pőkkatĩ?² mạy nèn

(Buses are not crowded at this time¹, normally².)

kăpkhà:w yen nî:¹ thìciŋ² mạy tòn tham

(Actually², this evening¹ the food need not be prepared.)

hònŋ nî: to:n chā:w¹ sũenmà:k² rô:n

(On the whole² this room's hot in the morning¹.)

Examples of an Adjunctive Modifier consisting of three
downgraded phrases in sequence

f) l t m

kăpkhà:w thì rā:n nî:¹ wan nî:² thìciŋ³ mạy di: lɿ:y

(Actually³ the food at this restaurant¹ is not at all good
to-day².)

** All the examples in this and the following sections refer back to the footnotes, pp. 85, 86.

tòn-mâ:y thì muen ná:w¹ to:n nî:² sŭenmà:k³ kamlaŋ tẽ:k bay ʔɔ:n

(Most³ trees in cold countries¹ are producing young leaves
at this time².)

rôt thêw nà: bà:n¹ to:n nî:² thammada:³ mạy khòy tít

(Cars around the house¹ are not jammed at this time²,
normally³.)

khó:ŋ di: ta:m rã:n yăy¹ pã:n nî:² nà:'klue³ mốt lê:w

(All the good things in the big stores¹ will have gone
by now² I'm afraid³.)

g) l m t

tòn-mâ:y thì muen-ná:w¹ sŭenmà:k² to:n nî:³ kamlaŋ tẽ:k bay ʔɔ:n

(Most² trees in cold countries¹ are producing young leaves
at this time³.)

rôt thêw nà: bà:n¹ thammada:² to:n nî:³ mạy khòy tít

(Cars around the house¹ are not jammed at this time³,
normally².)

khó:ŋ di: ta:m rã:n yăy¹ nà:'klue² pã:n nî:³ mốt lê:w

(All the good things in the big stores¹ will have gone
by now³ I'm afraid².)

pratu: lêk nà: bà:n¹ ta:m thammada:² to:n klaŋwan³ pŷ:t yũ: samý:

(Usually² the small door at the front of the house¹ is
always open during the daytime³.)

IV. The Quantifier (Q) consists of certain arrangements of the cardinal numerals (nu_c), ordinal numerals (nu_o), classifiers (c), pre-numerals (pre-nu) and post-numerals (post-nu).¹ The patterns of the combination of these may be conveniently classified as simple and composite. The simple patterns are those which cannot be divided into two patterns for the Quantifier whereas the composite patterns are made up of two simple patterns. It has been observed that there are altogether twenty patterns for the Quantifier: twelve simple patterns and eight composite, viz.,

A. Simple Patterns comprise the following:

1. c
2. nu_c c
3. c nu_o
4. nu_c c nu_o
5. pre-nu c
6. pre-nu nu_c c
7. pre-nu c nu_o
8. nu_c c post-nu
9. c nu_o post-nu
10. nu_c c nu_o post-nu
11. pre-nu nu_c c post-nu
12. pre-nu c nu_o post-nu

¹⁸⁹
1 See pp. 190-5.

For the sake of convenience the numbering of the composite patterns, which follow immediately, will be continued consecutively from the above.

12. B. Composite Patterns comprise the following:

- | | | |
|-----|--|---------------------|
| 13. | c nu _o nu _c c | (patterns 3 and 2) |
| 14. | c nu _o pre-nu nu _c c | (patterns 3 and 6) |
| 15. | c nu _o nu _c c post-nu | (patterns 3 and 8) |
| 16. | c nu _o pre-nu nu _c c post-nu | (patterns 3 and 11) |
| 17. | c nu _o pre-nu c nu _o | (patterns 3 and 7) |
| 18. | c nu _o pre-nu c nu _o post-nu | (patterns 3 and 12) |
| 19. | nu _c c nu _o pre-nu c nu _o | (patterns 4 and 7) |
| 20. | nu _c c nu _o pre-nu c nu _o post-nu | (patterns 4 and 12) |

It will be seen that, except for patterns 1 and 5, a Quantifier always includes a numeral and a classifier.

Each pattern is exemplified separately as follows:*

A. Simple Patterns

1. c , e.g.

chô:n <u>ʔan</u>	(<u>a</u> spoon)
mó:n <u>bay</u>	(<u>a</u> pillow)
nân:sú: <u>lêm</u>	(<u>a</u> book)
dinsó: <u>thên</u>	(<u>a</u> pencil)
kàwʔì: <u>tue</u>	(<u>a</u> chair)
nâ:m <u>kè:w</u>	(<u>a glass</u> of water)
kradǎ:t <u>phěn</u>	(<u>a piece</u> of paper)
so:da: <u>khǔet</u>	(<u>a bottle</u> of soda water)

* All the Quantifiers are underlined.'

2. nu_c c , e.g.

mâ: <u>só:ŋ</u> <u>tue</u>	(<u>two</u> horses)
khon <u>lá:y</u> <u>khon</u>	(<u>many</u> people)
khăy <u>kĩ:</u> <u>bay</u>	(<u>how many</u> eggs)
sòm <u>thūk</u> <u>bay</u>	(<u>each</u> orange)
phât-lom <u>ba:ŋ</u> <u>ʔan</u>	(<u>some</u> electric fans)
wítthayûʔ <u>sĩ:</u> <u>khruèn</u>	(<u>four</u> radio sets)
phà-chêt-nà: <u>hà:</u> <u>ló:</u>	(<u>five dozen</u> handkerchiefs)
mú: <u>só:ŋ</u> <u>kilo:</u>	(<u>two kilos</u> of pork)
ŋɤn <u>hà:-rô:y</u> <u>pə:n</u>	(<u>five hundred pounds</u> of money)
satem <u>yì:sĩp</u> <u>duen</u>	(<u>twenty</u> stamps)
wé:n <u>sá:m-sĩp-ʔết</u> <u>won</u>	(<u>thirty-one</u> rings)
<u>ŋôpprama:n</u> <u>kà:w-sip-só:ŋ-lâ:n-sá:m-sé:n-sĩ:-mũ:n-hà:-phan</u>	
<u>hők-rô:y-cết-sip-cết</u> <u>bă:t</u>	(the budget amounts to 92,345,677 ticals)

3. c nu_o , e.g.

sùe <u>tue</u> <u>nun</u>	(<u>a</u> blouse)
tù: <u>bay</u> <u>diəw</u>	(<u>a single</u> cupboard)
mũŋ <u>lân</u> <u>nun</u>	(<u>a</u> mosquito-net)
bà:n <u>lân</u> <u>rè:k</u>	(the <u>first</u> house)
děk <u>khon</u> <u>thìsá:m</u>	(the <u>third</u> child)
rôt <u>khan</u> <u>sũtthâ:y</u>	(the <u>last</u> bus)
rôt <u>khan</u> <u>nà:</u>	(the <u>front</u> car)
rôt <u>khan</u> <u>lân</u>	(the <u>back</u> car)
nâŋsú: <u>lèm</u> <u>thìcết</u>	(the <u>seventh</u> book)
thì-nàn <u>thếw</u> <u>thìsip-ʔết</u>	(a seat in the <u>eleventh row</u>)

4. nu_c c nu_o , e.g.

rôt <u>số:η</u> <u>khan</u> <u>nà:</u>	(the <u>two</u> <u>front</u> cars)
hòη <u>sá:m</u> <u>hòη</u> <u>lán</u>	(the <u>three</u> <u>back</u> rooms)
khê:k <u>số:η</u> <u>chín</u> <u>sútthâ:y</u>	(the <u>last</u> <u>two</u> pieces of cake)
nângsú: <u>hà:</u> <u>lèm</u> <u>rè:k</u>	(the <u>first</u> <u>five</u> books)
cốtmá:y <u>hốk</u> <u>chabăp</u> <u>lán</u>	(the <u>last</u> <u>six</u> letters)
rù:p-thă:y <u>sá:m</u> <u>chút</u> <u>rè:k</u>	(the <u>first</u> <u>three</u> sets of photographs)
nângsú:-phim <u>số:η-sá:m</u> <u>chabăp</u> <u>nà:</u>	(the <u>next</u> <u>few</u> issues of newspapers)
phà:-pu:-tô? <u>số:η</u> <u>phú:n</u> <u>lán</u>	(the <u>next</u> <u>two</u> table-cloths)

5. pre-nu c , e.g.

đẻk <u>săk</u> <u>khon</u>	(<u>a</u> boy)
ca:n ?ĩ:k <u>bay</u>	(<u>another</u> plate)
nũe <u>tàn</u> <u>kilo:</u>	(<u>about</u> <u>a</u> <u>kilo</u> of beef)
nâ:m <u>kũep</u> <u>thán</u>	(<u>nearly</u> <u>a</u> <u>bucket</u> of water)
pla: <u>thân</u> <u>tue</u>	(the <u>whole</u> fish)
mì:t ?ĩ:ksăk <u>lèm</u>	(<u>another</u> knife)
khà:w ?ĩ:ktàn <u>mò:</u>	(<u>another</u> pot of rice)
teηmo: <u>tàn</u> <u>kũep</u> <u>lù:k</u>	(<u>nearly</u> <u>a</u> <u>whole</u> melon)

6. pre-nu nu_c c , e.g.

đẻk <u>thân</u> <u>hà:</u> <u>khon</u>	(<u>all</u> the <u>five</u> boys)
roη-thâ:w <u>thân</u> <u>sá:m</u> <u>khù:</u>	(<u>all</u> the <u>three</u> <u>pairs</u> of shoes)
ca:n ?ĩ:k <u>hốk</u> <u>bay</u>	(<u>six</u> <u>more</u> plates)

kè:w <u>ʔĩ:k</u> <u>só:ŋ</u> <u>lố:</u>	(<u>two more dozen</u> glasses)
rôt <u>tàn</u> <u>sĩ:</u> <u>khan</u>	(<u>four</u> cars)
phà:-chê-tue <u>tàn</u> <u>láy</u> <u>phú:n</u>	(<u>so many</u> towels)
khăy <u>sâk</u> <u>sĩp</u> <u>bay</u>	(<u>ten</u> eggs)
nom-khòn <u>ra:w</u> <u>hà:</u> <u>lố:</u>	(<u>about five dozen tins</u> of condensed milk)
nũe <u>kũep</u> <u>só:ŋ</u> <u>kilo:</u>	(<u>nearly two kilos</u> of beef)
kafɛ: <u>ʔĩ:ksâk</u> <u>sá:m</u> <u>kapón</u>	(<u>another three tins</u> of coffee)

7. pre-nu c nu_o , e.g.

burĩ: <u>ʔĩ:k</u> <u>muen</u> <u>diêu</u>	(<u>one more</u> cigarette)
mây-khĩ:t <u>kũep</u> <u>klốŋ</u> <u>nun</u>	(<u>nearly a box</u> of matches)
thienkháy <u>ʔĩ:k</u> <u>lèm</u> <u>diêu</u>	(<u>one more</u> candle)
kulă:p <u>ʔĩ:k</u> <u>dố:k</u> <u>nun</u>	(<u>another</u> rose)
khrùen-phim <u>sâk</u> <u>khrùen</u> <u>nun</u>	(<u>a</u> typewriter)
nà:tă:ŋ <u>ʔĩ:k</u> <u>ba:n</u> <u>nun</u>	(<u>another</u> window)
dinsó: <u>tàn</u> <u>thên</u> <u>nun</u>	(<u>a</u> pencil)
nâm-ta:n <u>sâk</u> <u>chô:n</u> <u>diêu</u>	(<u>about a spoonful</u> of sugar)
mũek <u>ʔĩ:ksâk</u> <u>bay</u> <u>nun</u>	(<u>just one more</u> hat)
kăy <u>ʔĩ:ksâk</u> <u>tue</u> <u>diêu</u>	(<u>just another</u> chicken)

8. nu_c c post-nu , e.g.

phà: <u>sá:m</u> <u>láy</u> <u>kwă:</u>	(<u>over three yards</u> of material)
kathâ? <u>só:ŋ</u> <u>bay</u> <u>thawnân</u>	(<u>only two</u> frying pans)
nâm-ta:n <u>sĩp</u> <u>kilo:</u> <u>kwă:</u>	(<u>over ten kilos</u> of sugar)

- ɲɤn sá:m-rô:y pɔ:n sě:t (a little over three hundred
pounds of monay)
 nâm-sòm sĩ: chô:n kwă: (over four spoonfuls of
vinegar)
 cha:-yen hà: kè:w thàwnân (just five glasses of iced-
tea)
 thă:n só:ɲ-sá:m kò:n thàwnân (just a few lumps of
charcoal)

9. c nu_o post-nu¹, e.g.

- rô:t khan diəw thàwnân (just one car)
 kapáw bay nuɲ thàwnân (just a suitcase)
 lù:k khon diəw thàwnân (just one child)
 phuen khon nuɲ thàwnân (just a friend)
 bà:n lán rè:k thàwnân (just the first house)
 lù:k khon thìsá:m thàwnân (just the third child)
 pākka: dà:m thìsố:ɲ thàwnân (just the second pen)

10. nu_c c nu_o post-nu¹, e.g.

- hòɲ sá:m hòɲ lán thàwnân (just the three back rooms)
 lù:k số:ɲ khon rè:k thàwnân (just the first two children)
 nưê số:ɲ-sá:m chín sútthâ:y thàwnân
 (just the last few pieces of meat)
 thúɲ-thâ:w hốk khù: rè:k thàwnân
 (just the first six pairs of socks)

1 It is to be noted here that "thàwnân" is the only post-numeral which has been observed to occur in this pattern.

nâṇsú:-phim sǐ: chabǎp nà: thàwnân
(just the next four issues of the newspaper)

11. pre-nu nu_c c post-nu , e.g.

phà: sâk hà: mêt kwǎ: (over five metres of material)
khǎy ʔǐ:ktàn sá:m ló: kwǎ: (over three dozen eggs more)

kradǎ:t sâk só:ṇ phěn thàwnân
(just two pieces of paper)

lǎw ʔǐ:ksâk só:ṇ khǔet kwǎkwǎ:
(a little over two bottles of spirits)

khém-~~klăt~~ ʔǐ:k só:ṇ-sá:m tue thàwnân
(just a few more safety-pins)

12. pre-nu c nu_o post-nu¹, e.g.

rôt sâk khan nưṇ thàwnân (just one car)
nâ:m ʔǐ:k kè:w diəw thàwnân (just another glass of water)
cǝtmá:y ʔǐ:k chabǎp nưṇ thàwnân (just another letter)
thǔə sâk kammu: nưṇ thàwnân (just a handful of peanuts)
mì:t sâk ló: nưṇ thàwnân (just a dozen knives)

1 See footnote on p. 96.

B. Composite Patterns

13. c nu_o nu_c c , e.g.

rôt-fay thiêw sútthâ:y só:ŋ thiêw
(the last two trains)

nâŋsú:-phim chabăp nà: sá:m chabăp
(three copies of the next issue of the newspaper)

khó:ŋ rùn rèkrè:k só:ŋ-sá:m rùn
(the first two or three batches of goods)

phà: rùn lăŋlăŋ sĩ:-hà: rùn
(the last four or five consignments of material)

14. c nu_o pre-nu nu_c c , e.g.

rôt-fay thiêw lăŋ ʔĩ:k só:ŋ thiêw
(the two next trains coming)

nâŋsú:-phim chabăp nà: sâk sá:m chabăp
(about three copies of the next issue of the newspaper)

khó:ŋ rùn rèkrè:k sâk só:ŋ rùn
(about two of the first batches of goods)

phà: rùn lăŋlăŋ sâk kĩ: rùn
(how many of the last consignments of material)

15. c nu_o c post-nu¹ , e.g.

rôt-fay thiêw sŭtthâ:y sô:ŋ thiêw thàwnân
(only the last two trains)

nâŋsú:-phim chabăp nà: sâk sá:m chabăp thàwnân
(just three copies of the next issue of the newspaper)

16. c nu_o pre-nu nu_o c post-nu¹ , e.g.

rôt-fay thiêw lán ?ĩ:k sô:ŋ thiêw thàwnân
(just the two next trains coming)

khô:ŋ rùn rèkrè:k sâk sá:m rùn thàwnân
(just the first three batches of goods)

17. c nu_o pre-nu c nu_o , e.g.

rôt khan nà: ?ĩ:k khan nưn
(another of the front coaches)
thì-nàŋ théw lán sâk théw nu
thì-nàŋ théw lán sâk théw nưn
(one of the back rows of seats)

phây bay sŭtthâ:y ?ĩ:k bay diêw
(just one more card i.e. the last one)

bà:n lán thissô:ŋ ?ĩ:ksâk lán diêw
(just one more house i.e. the second one)

1 See footnote on p. 96.

18. c nu_o pre-nu c nu_o post-nu¹, e.g.

rôt khan nà: ?ĩ:k khan nun thàwnân

(only one more of the front coaches)

thì-nàñ thếw lân sâk thếw nun thàwnân

(only one of the back rows of seats)

đeck phùək lân ?ĩ:ksâk phùək diəw thàwnân

(just one more group of children i.e. the next group)

kàw?ì: chút lân ?ĩ:k chút nun thàwnân

(just one more set of chairs i.e. the next set)

19. nu_c c nu_o pre-nu c nu_o, e.g.

rôt só:ñ khan nà: ?ĩ:k phùək nun

(one more set of two of the cars in front)

bě:p-sùə sá:m bě:p lân ?ĩ:k phùək diəw

(one more set of three of the latest dress-patterns)

20. nu_c c nu_o pre-nu c nu_o post-nu¹, e.g.

rôt só:ñ khan nà: ?ĩ:k phùək nun thàwnân

(only one more set of two of the cars in front)

bě:p-sùə sá:m bě:p lân ?ĩ:k phùək diəw thàwnân

(only one more set of three of the latest dress-patterns)

1 See footnote on p. 96.

V. The Determinative (D) consists of any of the falling-tone determinative (d_f) such as $nì:$ (this), alone, or any of the high-tone determinative (d_h)¹ such as $nî:$ (this) with a preceding classifier (c)², giving us the formulae d_f and $c d_h$. It may also consist of a "downgraded sentence"³ preceded by a relative linker, alone, or with a preceding classifier (c). Examples:-

a) d_f

mì:t <u>nì:</u>	(<u>this</u> knife)
rù:p <u>nì:</u>	(<u>this</u> photograph)
kăpkhà:w <u>nì:</u>	(<u>this</u> food)
tòn-mâ:y <u>nàn</u>	(<u>that</u> tree)
phà-chêt-nà: <u>nàn</u>	(<u>that</u> handkerchief)
sánkasí: <u>nàn</u>	(<u>that</u> zinc)
rôt <u>nò:n</u>	(the car <u>over there</u>)
sáv-tho:ralè:k <u>nò:n</u>	(the telegraph pole <u>over there</u>)

b) $c d_h$

mì:t <u>lèm</u> <u>nî:</u>	(<u>this particular</u> knife)
rù:p <u>bay</u> <u>nî:</u>	(<u>this particular</u> photograph)
kăpkhà:w <u>phùək</u> <u>nân</u>	(<u>that sort</u> of food)
tòn-mâ:y <u>tòn</u> <u>nân</u>	(<u>that particular</u> tree)
phà-chêt-nà: <u>phú:n</u> <u>nô:n</u>	(<u>the</u> handkerchief <u>over there</u>)

1 See pp. 197-8.

2 See p. 189.

3 See pp. 16 ff.

sáŋkasí: phễn nô:n (that piece of zinc over there)

rôt khan náy (which car)

sáw-tho:ralè:k tòn náy (which telegraph pole)

c) a downgraded sentence preceded by a relative linker

kulă:p thì yaŋ tu:m yũ: mạy khuen dết

(The roses which are still in bud should not be picked.)

dэк thì kamlaŋ lèn yũ: nà: bà:n nà:râk caŋ

(The girl who's playing in front of the house is very lovely.)

ʔă:n cồtmá:y thì phừŋ ma-thứŋ lê:w rý

(Have you read the letter that has just arrived?)

thx: rû: rừeŋ sùŋ kamlaŋ pen khă:w yũ: mây

(Do you know the affair which is in the news?)

yă: lu:m rô:t nâ:m kulă:p thì khăw plũ:k mừe wa:n nâ

(Don't forget to water the rosetrees they planted yesterday,
will you?)

d) a downgraded sentence preceded by a relative linker with a preceding classifier

kulă:p dổ:k thì yaŋ tu:m yũ: mạy khuen dết

(Those roses which are still in bud should not be picked.)

dэк khon thì kamlaŋ lèn yũ: nà: bà:n nà:râk nâ

(The particular girl who's playing in front of the house
is very lovely, isn't she?)

ʔă:n cǝtmá:y chabăp thì phỳn ma-thún lē:w rý

(Have you read the letter that has just arrived?)

yă: lu:m rô:t nâ:m kulă:p tòn thì khâw plũ:k mừe wa:n nâ

(Don't forget to water the rosetrees they planted yesterday,
will you?)

nít yă:k khá:y rô:t khan thì chon khon mừe wan kǝ:n

(Nit would like to sell the car which hit a man the other
day.)

It is to be pointed out that while a downgraded sentence functioning as a sentence constituent (see p. 17) is downgraded either from an initiating or non-initiating sentence, a downgraded sentence functioning as a phrase constituent (i.e. as a Determinative) or simply as an element in a phrase constituent when preceded by a classifier (see p. 102) is always downgraded from a non-initiating sentence only. Compare, for instance, the simple 'initiating' sentence

kulă:p yaŋ tu:m yũ:

(The roses are still in bud.)

with the complex sentence

kulă:p thì yaŋ tu:m yũ: mạy khuen dết

(The roses which are still in bud should not be
picked.)

In the complex sentence the simple sentence has been downgraded to the status of a Subject (i.e. a sentence constituent)

by the addition of "thì" within the noun phrase that constitutes the Subject, whereas the sequence 'yaŋ tu:m yŭ: "¹ is itself a sentence of a 'non-initiating' type, which is here downgraded to the status of a Determinative (i.e. a phrase constituent).

An example of a sentence constituent which is downgraded from a 'non-initiating' sentence type is seen in such a complex sentence as

yă: lu:m rô:t nâ:m kulă:p thì khâw plŭ:k mŭe wa:n nâ

(Don't forget to water the rosetrees they planted yesterday,
will you?)

The simple sentence

kulă:p khâw plŭ:k mŭe wa:n

(The rosetrees they planted yesterday.)

is in itself a 'non-initiating' sentence,² being downgraded to the status of an Indirect Object (i.e. a sentence constituent). (The sequence "khâw plŭ:k mŭe wa:n" in the complex sentence above is another example of a non-initiating sentence which is downgraded to the status of a Determinative (i.e. a phrase constituent).)

1 For the kind of context in which this kind of sentence may appear see p. 285.

2 This might occur in conversation after such a sentence as

klŭeymâ:y chân plŭ:k wan nî:

(The orchids I planted to-day.)

The Structure of a Noun Phrase

Having described in detail all the phrase constituents of which a noun phrase may be made up, we can now turn to examine the structure of the whole phrase itself.

As has already been mentioned earlier on, there are five postulated constituents for a noun phrase, namely the Head (H), the Intransitive Modifier (M_i), the Adjunctive Modifier (M_a), the Quantifier (Q) and the Determinative (D).

A noun phrase in initiating sentences necessarily always includes a Head (H), which may be the only constituent of the phrase, or which may be found with other constituents. When associated with other constituents it always occupies the first position of the noun phrase. The remaining constituents occur after the Head, either singly or in conjunction with one another.

In dealing with the possible noun phrase structures it has been found convenient to examine, in the first instance, the constituents other than the Adjunctive Modifier (M_a). The possible arrangements of these four constituents in a noun phrase may be formulated into twelve patterns of structure as follows:-

1. H
2. H M₁
3. H Q
4. H D
5. H M₁Q
6. H Q M₁
7. H M₁D
8. H Q D
9. H D Q
10. H M₁Q D
11. H M₁D Q
12. H Q M₁D

Each pattern is exemplified separately as follows:-

1. H

khà:w	(rice)
naŋsú:	(a book)
raw	(we, us)
ʔaray	(anything, what)
nalika:-plǔk	(an alarm-clock)
túkkata:-yìpǔn	(a Japanese doll)
rôt-chân	(my car)
bà:n phũen	(a friend's house)
nít ka dǎk	(Nit and a girl)
pratu: kǎp nà:tǎ:ŋ	(doors and windows)
mũek khónŋ nĩran	(Niran's hat)

2. H M_i

kathâ [?] /yăy*	(a big frying pan)
rôt-fay/lêk	(a miniature train)
wîttthayû [?] /didi:	(a fairly good radio set)
khon-khăp-rôt/khon kăw	(the old driver)
khém nalika:/ruen cíw	(the hands of the tiny watch)
phât-lom khón phuen/ [?] an mǎy	(a friend's new electric fan)
ròm khón khun/khan khíew	(the green umbrella of yours)

3. H Q

kuncɛ:/dǎ:k nuŋ	(a key)
kè:w/bay rè:k	(the first glass)
sòm/sá:m bay	(three oranges)
cǔtmá:y/sǐ: chabăp lán	(the last four letters)
thúŋ-thâ:w/hà: khù: thawnân	(just five pairs of socks)
khém-klăt/ [?] ĩ:k tuə diəw	(one more safety pin)
thì-nàŋ/théw nà: sâk só:ŋ théw	(two rows of the front seats)

4. H D

ca:n/nì:	(this plate)
mâ:y-banthât/nàn	(that ruler)
kapáw-sataŋ/bay nô:n	(the purse over there)

* In the following examples the divisions of the constituents of a noun phrase in Thai are conveniently marked by the use of a stroke or strokes, as the case may be.

rôt-phóm/khan nî:	(this car of mine)
râtthaba:n khón raw/chût náy	(which Government of ours)
sapha:n/thì phỳ sà:η	(the bridge which has just been built)
mì:t/thì mề: sủ:-ma	(the knife that Mother bought)
rùen/sùη kamlan pen khă:w	(the affair which is in the news)
sùe-chân/tue thì rì:t lê:w	(my blouse that has already been ironed)

5. H M₁Q

khém/yăy/lēm nuη	(a big needle)
khon/phố:m/số:η khon	(two thin men)
ròm/dε:η/khan điew thàwnân	(just one red umbrella)
kradă:t/baηba:η/sá:m phến	(three fairly thin sheets of paper)
bà:n/lán lêk/?ĩ:k lán điew	(one more small house)
teηmo:/lù:k năknăk/săk số:η lù:k	(two jolly heavy melons)
khăy-pết/lù:k toto:/síp lù:k	(ten large duck-eggs)
phà:-pu:-tô?/phú:n ya:w/phú:n điew	(just one long table- cloth)

6. H.Q M₁

nũe/số:η chfn/yăy	(two big pieces of meat)
kradă:t/sá:m phến/baηba:η	(three fairly thin sheets of paper)
?aηjũn/sĩ: chò:/bờrỳ:	(four enormous bunches of grapes)
nâm-hố:m/hà: khũet/lêklêk	(five small bottles of perfume)
kε:η-kăy/số:η mò:/yăyyăy	(two jolly big pots of chicken curry)

phón-^hsâkfɔ:k/hốk klốŋ/lêk (six small packets of detergent)
 phà: -/k^hlum-tiəŋ/só:ŋ phú:n/khá:w (two white bedspreads)

7. H M₁D

chô:n/də:ŋ/nì: (this red spoon)
 mâ:y-banthât/lèm sàŋ/nàn (that short ruler)
 ka:-nâ:m/kăwkăw/bay nân (that old kettle)
 tô?/klom/tuə náy (which round table)

rôt/khan yăy/thì kamlaŋ lîew
 (the big car which is turning now)

nâŋsú:/lèm ná:/thì yũ: bon tô?
 (the big book which is on the table)

tũk/măy/láŋ thì tha: sí:-khri:m
 (the new building painted cream)

8. H Q D

bà:n/sá:m lán/náy (which three houses)
 kăw?i:/tuə rə:k/nàn (that first chair)
 tòn-mâ:y/síp tòn/nî: (these ten trees)

kapáw-thú:/só:ŋ bay/nô:n
 (the two handbags over there)

děk/lá:y khon/thì kamlaŋ lèn fútbo:n yǔ:

(many boys who are playing football)

sùe-phò:/sá:m tuə/thì sâk lê:w

(Father's three shirts that have been washed)

lǎ:t-fay/ba:ŋ duəŋ/thì yaŋ di: yǔ:

(some of the bulbs which are still good)

9. H D Q

rôt/nì:/khan diəw (just this car)

kapáw-thú:/nò:n/só:ŋ bay (those two handbags)

ca:n/chút nf:/ʔĩ:k hǒk bay (another six plates of this set)

takrà:/bay nô:n/bay nuŋ (a basket over there)

khăy/thì tòu lê:w/thúk bay (every egg that is boiled)

sùe-mè:/thì rì:t lê:w/tuə nuŋ

(one of Mother's blouses which has been ironed)

cǒtmá:y-loŋ-thabien/thì sǒŋ-pay/chabăp rē:k

(the first registered letter which was sent)

10. H M_i Q D

tôʔ/klom/tuə rē:k/nàn (that first round table)

tòn-mâ:y/yăy/sǐp tòn/nf: (these ten big trees)

nâŋsú:/lēm ná:/sá:m lēm/nò:n (three thick books over there)

thanón/khèpkhè:p/só:ŋ-sá:m sá:y/nàn

(those few narrow roads)

rôt/khan lêk/khan diew/thì yút bǎy

(only a small car which has often stopped)

kulǎ:p/dǎ:k toto:/lá:y dǎ:k/thì hǎew lê:w

(many big roses that have already faded)

rəŋ-thâ:w/mǎy/só:ŋ khù:/thì phóm sū:-ma

(the two pairs of new shoes that I bought)

11. H M_iD Q

rôt/lêk/nì:/khan diew

(just this small car)

ca:n/bə:n/chût nî:/ʔǎ:k chût diew

(just another set of flat plates)

thanón/khèpkhè:p/nàn/só:ŋ-sá:m sá:y

(a few of those narrow roads)

râtthaba:n/chût mǎy/nì:/chût diew

(just this new Government)

phùcha:y/ʔuàn/thì kamlaŋ dǎ:m biə yǎ:/só:ŋ khon

(two fat men who are drinking beer)

rôt/khan lêk/thì yút bǎy/thân sá:m khan

(all the three small cars which have often stopped)

kapáw-satan/bay khiəw/thì yǔ: nay tù:/bay nưŋ

(a green purse which was in the cupboard)

12. H Q M₁D

nũe/só:ŋ chĩn/yǎy/nĩ:

(these two big pieces of meat)

klũey-mâ:y/sá:m chò:/lêklêk/nàn

(those three small bunches of orchids)

mũk/só:ŋ khũet/to:/nò:n

(the two large bottles of ink over there)

kăpkhà:w/sá:m ca:n/bềrẻ:/nĩ:

(these three big platefuls of food)

lăw/sá:m khũet/lêk/thì pǎ:t lê:w

(the three small bottles of spirits which are already open)

mú:/sĩ: chĩn/baŋba:ŋ/thì thò:t lê:w

(the four thin pieces of pork which are already fried)

dố:k-bue/lá:y dố:k/toto:/thì phừŋ ba:n

(many big lotuses which have just opened)

The Adjunctive Modifier (M_a) may be added to any of the structures described above. Its position is, except for pattern 4 below, always at the end of a noun phrase. Hence we have the following as the possibilities for the sequential arrangements of noun phrase constituents which include the Adjunctive Modifier (M_a), viz.,

1. $H M_a$
2. $H M_i M_a$
3. $H Q M_a$
4. $H M_a Q$
5. $H D M_a$
6. $H M_i Q M_a$
7. $H Q M_i M_a$
8. $H M_i D M_a$
9. $H Q D M_a$
10. $H D Q M_a$
11. $H M_i Q D M_a$
12. $H M_i D Q M_a$
13. $H Q M_i D M_a$

Each pattern is illustrated separately as follows:- *

* We frequently run into difficulty in translating a mode-word, a downgraded modal and temporal phrase since the English translation often suggests a different grammatical alignment from that here chosen as most suitable for Thai. (See also the footnotes, pp.85-6.)

1. H M_a

nâṇsú:/sŭenmà:k	(most books)
děk/thammada:	(normal children)
bà:n-raw/thìciṇ	(our house in fact)
fay/nay bà:n	(the light in the house)
thanón/théw nî:	(the roads around here)
cōtmá:y/că:k bà:n	(letters from home)
khă:w/mùe wa:n	(yesterday's news)
kăpkhà:w/wan nî:	(to-day's food)
ʔakă:t/tô:n klaṇkhu:n	(the weather during the night)
děk/thì bà:n tô:n nî:	(the children at home at the moment)
khó:ṇ/thì nì: pŏkkatĩʔ	(things here as a rule)

2. H M_iM_a

nalika:/ruen yăy/ta:m pŏkkatĩʔ	(normally the big clock)
nalika:/ruen yăy/nay hòṇ-thó:ṇ	(the big clock in the hall)
nalika:/ruen yăy mùe chă:w	(this morning the big clock)
khó:ṇ/di:/ta:m rā:n yăy	(good things in the big stores)
khó:ṇ/di:/pă:n nî:	(by now good things)
khó:ṇ/di:/ta:m rā:n yăy pă:n nî:	(by now good things in the big stores)
pratu:/lêk/nà: bà:n	(the small door at the front of the house)

3. H Q M_a

- rôt/khan nà:/nà:'klue (the car in front, unfortunately)
 rôt/khan nà:/mùe kî: (the car in front just now)
 khăy/sá:m bay/thìciŋ (three eggs in fact)
 nâŋsú:/số:ŋ lêm/thammada: pǎ:n nî: lit. book, two, usually,
 by now.*
 phuen/lá:y khon/to:n nî: (many friends at the moment)

4. H M_a Q

- khăy/thìciŋ/sá:m bay (three eggs in fact)
 dẽk/thì roŋ-rìen/lá:y khon (many girls at school)
 dẽk/thì bà:n/số:ŋ khon (two boys at home)
 nâŋsú:/nay hòŋ-samút/thúk lêm (all books in the Library)
 rù:p-thă:y/thì nay ʔalabàm/ba:ŋ rù:p (some of the photographs
 in the album)

5. H D M_a

- bà:n/nân/khu:n nî: (to-night that house)
 bà:n/nân/sũenmà:k (on the whole that house)
 bà:n/nân/thammada: to:n nî: (usually that house at this time)
 phà:/nì:/nà:'klue (I'm afraid this material)
 sapha:n/thì phr̃ŋ sà:ŋ sết/phr̃ŋ nî:
 (to-morrow the bridge which has just been completed)

* For an illustration of this in a sentence, see p. 312.

6. H M₁Q M_a

- khém/yăy/lēm nuŋ/mùe kî: (the big needle just now)
- khon/phó:m/só:ŋ khon/mùe kî: (the two thin men just now)
- rôt/yăy/khan nuŋ/pőkkatĩ? (usually a big car)
- khăy-pět/lù:k toto:/síp lù:k/thìciŋ (ten large duck-eggs
in fact)
- bà:n/yăy/sá:m lán/thì bon nư:n (three big houses on the hill)

7. H Q M₁M_a

- nùe/só:ŋ chĩn/yăy/nay ca:n (two big pieces of meat on
the plate)
- nùe/só:ŋ chĩn/yăy/mùe wa:n (two big pieces of meat
yesterday)
- nùe/só:ŋ chĩn/yăy/thammada: (normally two big pieces of
meat)
- nâm-hó:m/hà: khűet/lêklêk/thì nay klǎŋ
(five small bottles of perfume in the box)
- khà:w/sá:m krasǎ:p/lêk/khà:ŋ nay
(three small sacks of rice inside)

8. H M₁D M_a

- hòŋ/lêk/nì:/thammada: (normally this little room)
- hòŋ/lêk/nì:/tɔ:n nĩ: (at present this little room)
- hòŋ/lêk/nì:/thammada: tɔ:n nĩ: (normally at present this
little room)
- rɔŋ-thâ:w/khù: kăw/khù: nân/bă:y nĩ:
(this afternoon that pair of old shoes)
- nân:sú:/lēm ná:/thì yũ: bon tô?/wan nĩ:
(to-day the thick book which is on the table)

9. H Q D M_a

kàw[?]i:/tue rè:k/nàn/mùe kí:

(just now the first chair over there)

kàw[?]i:/tue rè:k/nàn/nà:'klue

(I'm afraid the first chair there)

sùe/só:ŋ tue/nĩ:/thìciŋ mùe kǒ:n

(in fact formerly these two blouses)

děk/lá:y khon/thì kamlaŋ lèn fútbɔ:n yǔ:/pǒkkati?

(usually many of the boys who are playing football)

nâŋsú:/só:ŋ lèm/thì chân yu:m-pay/phrùŋ nĩ:

(to-morrow the two books I borrowed)

10. H D Q M_a

kapáw/nàn/só:ŋ bay/wan nĩ:

(to-day those two suitcases)

lǒ:t-fay/nĩ:/[?]ĩ:k duəŋ nuŋ/khu:n nĩ:

(to-night another bulb here)

takrà:/bay nô:n/[?]ĩ:k bay nuŋ/nà:'klue

(I'm afraid a basket over there)

nâŋsú:/thì chân yu:m-pay/thân só:ŋ lèm/phrùŋ nĩ:

(to-morrow both books I borrowed)

cốtmá:y-loŋ-thabien/thì sǒŋ-pay/chabǎp rè:k/pǎ:n nĩ:

(by now the first registered letter which was sent)

11. H M_iQ D M_a

nâṅsú:/lèm náná:/sá:m lèm/nî:/thammada:

(normally these three thick books)

thanón/yăy/só:ṅ sá:y/nî:/pőkkatĩ?

(usually those two main roads)

tô?/klom/só:ṅ tue/nî:/maru:n nî:

(the day after to-morrow these two round tables)

katĩk-nâ:m/bay lêk/só:ṅ bay/nî:/mùe khu:n

(last night these two small flasks)

rɔṅ-thâ:w/măy/khù: nuṅ/thì yũ: nay tù:/yen nî:

(this evening the new pair of shoes which are in the
cupboard)

12. H M_iD Q M_a

rôt/lêk/nî:/khan diew/nà:'klue

(I'm afraid only this small car)

rôt/lêk/nî:/khan diew/thammada:

(normally just this small car)

rôt/lêk/nî:/khan diew/mùe kǎ:n

(formerly just this small car)

ca:n/bɛ:n/chût nî:/chût nuṅ thàwnân/mùe wa:n

(yesterday just this set of flat plates)

thă:t/bay yăy/thì wa:ṅ yũ: tron nî:/bă:y nî:

(this afternoon the big tray which is here)

13. H Q M_iD M_a

nûe/só:ŋ chîn/ yăy/nì:/pőkkatĩ?

(usually these two big pieces of meat)

nûe/só:ŋ chîn/yăy/nì:/mùe châ:w

(this morning these two big pieces of meat)

kulă:p/sá:m tòn/yăy/nì:/thammada:

(normally these three big rose trees)

kulă:p/sá:m tòn/yăy/nì:/mùe kǎ:n

(formerly these three big rose trees)

mú:/sĩ: chîn/yăy/thĩ thò:t lê:w/yen nĩ:

(this evening the four big pieces of pork which have
already been fried)

Verb Phrases

Four constituents are postulated for verb phrases. They are called Nucleus (Nuc), Pre-Nuclear Auxiliary (Aux₁), Post-Nuclear Auxiliary (Aux₂) and Modifier (M). Since these elements function as constituents of a verb phrase they will be referred to as verb phrase constituents.

Verb Phrase Constituents

I. The Nucleus (Nuc) consists of one of the following:

- a) a simple verb
- b) a compound verb
- c) a sequence of a pre-verb and a verb
- d) a sequence of a verb and a post-verb
- e) a sequence of a pre-verb, a verb and a post-verb
- f) a sequence of verbs, either with or without accompanying pre-verbs or post-verbs.
- g) a sequence of two verbs linked by the verbal linker "hày", with or without accompanying pre-verbs or post-verbs.

These are illustrated as follows:¹

¹ All Nuclei in the examples below are underlined.

a) a Nucleus consisting of a simple verb¹, e.g.

<u>yen</u>	(<u>cold</u>)
<u>há:y</u>	(<u>lose</u>)
<u>saʔă:t</u>	(<u>clean</u>)
<u>híw</u> caŋ	(very <u>hungry</u>)
<u>khien</u> cǝtmá:y	(<u>write</u> a letter)
<u>kamlaŋ</u> <u>lèn</u>	(is <u>playing</u>)
<u>sět</u> lê:w	(is <u>finished</u>)
ca <u>pay</u> ʔaŋkhít	(shall <u>go</u> to England)
<u>tham</u> kǎpkhà:w lê:w	(have <u>prepared</u> the food)
<u>só:n</u> nânşú: dǝk yǔ:	(is <u>giving</u> children a lesson)
yǎ:k <u>bǝ:k</u> khǎ:w phuren	(would like to <u>tell</u> a friend the news)

b) a Nucleus consisting of a compound verb², e.g.

<u>khàw--cay</u>	(<u>understand</u>)
<u>dx:n--tha:ŋ</u>	(<u>travel</u>)
<u>wà:y--nâ:m</u>	(<u>swim</u>)
<u>rû:-tue</u> lê:w	(was <u>aware</u>)
<u>tàn-cay</u> nǝy	(a little <u>attentive</u>)
<u>đi:-cay</u> lúekv:n	(extremely <u>glad</u>)
tòŋ <u>kè:-tue</u> samý:	(must always <u>make an excuse</u>)
<u>kamlaŋ</u> ca <u>løn--thabien</u>	(am going to <u>register</u>)
mây nà: ca <u>râp-pǎ:k</u>	(shouldn't have <u>accepted</u>)

1 See pp. 161-8.

2 See pp. 227-30.

c) a Nucleus consisting of a sequence of a pre-verb¹ and a verb, e.g.

<u>pay-thiəw</u>	(<u>go to enjoy oneself</u>)
<u>pay-riən</u> nâŋsú:	(<u>go to attend</u> a class)
ca <u>pay-sǒŋ</u> phùen	(<u>go to see</u> a friend <u>off</u>)
yă:k <u>pay-sû:</u> khó:ŋ	(would like to <u>go</u> shopping)
<u>ma-thiəw</u>	(<u>come to enjoy oneself</u>)
<u>ma-kuen</u> raw ʔĩ:k lê:w	(has <u>come to bother</u> us again)
khon <u>ma-há:</u> phò:	(has probably <u>come to see</u> Father)
tòn <u>ma-chuəy</u> chân nǎy	(must <u>come to help</u> me a little bit)

d) a Nucleus consisting of a sequence of a verb and a post-verb², e.g.

<u>yâ:y-pay</u>	(<u>move to</u>)
khon <u>lăp-pay</u>	(has probably <u>gone to sleep</u>)
<u>klăp-ma</u>	(<u>come back</u>)
ca <u>khùn-ma</u> bon nĩ:	(was <u>coming up</u> here)
<u>cam-wây</u>	(<u>remember</u>)
yă:k <u>thĩn-wây</u> khà:ŋ nò:k	(would like to <u>leave</u> outside)
<u>phù:t-siə</u> ʔe:ŋ	(<u>say it now</u> yourself)
<u>thĩn-siə</u> lê:w	(have <u>thrown it away</u>)

1 See p. 208.

2 See p. 209.

e) a Nucleus consisting of a sequence of a pre-verb, a verb and a post-verb, e.g.

<u>pay-thiəw-ma</u>	(<u>have been to enjoy myself</u>)
khuen ca <u>ma-ʔaw-pay</u>	(should have <u>come to take</u> it <u>away</u>)
ca <u>pay-kěp-wây</u> nay tù:	(shall <u>go and put</u> it <u>away</u> in the cupboard)
tòŋ <u>ma-thiŋ-wây</u> ka mè:	(have <u>to leave</u> her with Mother)
<u>pay-no:n-siə</u> lê:w	(<u>has gone to bed</u>)
nà: ca <u>ma-du:-siə</u>	(should have <u>come to see</u> it <u>now</u>)

f) a Nucleus consisting of a sequence of verbs, either with or without accompanying pre-verbs or post-verbs, e.g.

<u>mə:n hén</u>	(<u>can see</u>)
<u>khít ʔǎ:k</u>	(<u>can think</u>)
<u>no:n lăp-pay</u>	(has gone to <u>sleep</u>)
<u>chò:p ma-bôn</u> thì nì: rùey	(always <u>likes</u> to come and <u>grumble</u> here)
ca <u>pay-dx:n du:</u> khó:n	(are going to <u>walk</u> round <u>looking</u> at things)
khon ma- <u>thá:m há:</u> nít	(has probably come to <u>ask for</u> Nít)
<u>thiŋ-siə dà:y</u> lê:w	(<u>can throw</u> it away now)
<u>wa:n-wây di:</u> lê:w	(has been <u>well placed</u>)
ca <u>lɔ:n khít du:</u> kǎ:n	(shall <u>think it over</u>)

g) a Nucleus consisting of a sequence of two verbs linked by the verbal linker "hày"¹ (which is double-underlined), with or without accompanying pre-verbs or post-verbs, e.g.

nàŋ hày saba:y (sit comfortably)

khuen khít hày di: (ought to think carefully)

tòŋ tòm hày sũk-sĩə kǎ:n (must boil till done)

tòŋ ma: hày dà:y (really must come) lit. must, come, the linker, can.

ca sũ:-pay hày pho: (will buy enough) lit. will, buy, go, the linker, enough.

lɔ:ŋ wát du: hày nè: ?ĩ:k thi:

(measure once again and make sure that it's right) lit.
try, measure, see, the linker, sure, again, once.

1 See p. 215.

The Auxiliaries are classified as the Pre-Nuclear Auxiliary (Aux₁) and the Post-Nuclear Auxiliary (Aux₂) according to their position relative to the Nucleus: the former always precedes the Nucleus whereas the latter always follows it.

II. The Pre-Nuclear Auxiliary (Aux₁) consists of one or more of the pre-verbal auxiliaries¹, either alone, or accompanied by the negator "mây"², or of the negator "mây" alone, viz.,

Examples of a Pre-Nuclear Auxiliary consisting of one pre-verbal auxiliary

<u>kamlan</u> mún	(<u>is turning</u>)
<u>khon</u> na:n	(would <u>probably</u> be long)
<u>ca</u> pay-ráp phuren	(<u>am going to</u> meet a friend)
<u>khuen</u> phâkphố:n	(<u>ought to</u> rest)
<u>khòy</u> yajchùe	(<u>is getting</u> better)
<u>kũep</u> pĩek	(was <u>nearly</u> wet)
<u>mâkca</u> nèn	(<u>tends to</u> be crowded)
<u>yă:k</u> khàw-pay du:	(<u>would like</u> to go in and see)
<u>phừn</u> lăp	(has <u>just</u> been asleep)
<u>tòn</u> wá:n nè:	(<u>must</u> be really sweet)

1 See pp. 174-88.

2 See pp. 231-2.

Examples of a Pre-Nuclear Auxiliary consisting of two or three pre-verbal auxiliaries

<u>kamlan</u> <u>ca</u> mún	(<u>is about to</u> turn)
<u>khon</u> <u>ca</u> na:n	(<u>will probably</u> be long)
<u>khuen</u> <u>ca</u> phâkphǎ:n	(<u>ought to be</u> resting)
<u>khon</u> <u>khòy</u> yaŋchùə	(<u>is probably</u> getting better)
<u>yaŋ</u> <u>yǎ:k</u> khàw-pay du:	(<u>still would like</u> to go in and see)
<u>khon</u> <u>ca</u> <u>kamlan</u> yùŋ mà:k	(<u>will probably</u> be very busy <u>now</u>)
<u>khon</u> <u>ca</u> <u>khɿ:y</u> dàyyin	(<u>may have</u> heard)
<u>ʔǎ:t</u> <u>ca</u> <u>tòn</u> yǔt tron nǐ:	(<u>may have to</u> stop here)
<u>yaŋ</u> <u>yǎ:k</u> <u>ca</u> khàw-pay du:	(<u>still would like</u> to go in and see)
<u>kamlan</u> <u>yǎ:k</u> <u>ca</u> pay-thiəw	(<u>am longing</u> to go out)

Examples of a Pre-Nuclear Auxiliary consisting of one pre-verbal auxiliary accompanied by "mày"

<u>khon</u> <u>mày</u> sǎ:y	(<u>probably won't</u> be late)
<u>ca</u> <u>mày</u> rô:n-pay rǎ	(<u>won't</u> it be too hot)
<u>yaŋ</u> <u>mày</u> yù:t lɿ:y	(hasn't stretched <u>yet</u>)
<u>kǎ:t</u> <u>mày</u> saba:y tɔ:n nǐ:	(<u>happens not</u> to be well at present)
<u>mày</u> <u>khòy</u> dí:	(<u>not so</u> good)
<u>mày</u> <u>khɿ:y</u> surùysurà:y	(has <u>never</u> been extravagant)
<u>mày</u> <u>tòn</u> pay-kuən phuren	(<u>don't have to</u> go to bother my friend)
<u>mày</u> <u>dày</u> yá:y	(<u>hasn't</u> moved)

Examples of a Pre-Nuclear Auxiliary consisting of two or three pre-verbal auxiliaries accompanied by "mày"

- khon ca mày sanŭk (is probably not interesting)
- khon yan mày sết (is probably not finished yet)
- mày khòy nà: du: (is not very nice to look at)
- mày khuen ca sama:khom ka khâu (should not associate with him)
- mày yă:k ca sŭen (wouldn't like to take a risk)
- khon mày khư:y khít-ma kố:n (has probably never thought of it before)
- yan mày yă:k klăp bà:n (wouldn't like to go home yet)
- khon mày tòn khiến mảy ?ĩ:k (probably won't have to write it again)
- khon ca mày khư:y lɔ:ŋ (has probably never tried it before)
- khon ca mày yă:k ma: thì nì: (probably won't like to come here)
- ?ă:t ca mày tòn ?ố:k-pay (may not have to go out)
- châk ca mày khòy di: lư:y (doesn't seem to be so good)
- yan mày yă:k ca tít-tố: ka khray (wouldn't like to contact anybody just yet)
- kamlan mày yă:k ca pay năy (wouldn't like to go anywhere now)
- mày nà: ca tòn lâ:ŋ ca:n ?e:ŋ (shouldn't have to wash up herself)
- mày khuen ca tòn rập pha:râ? nì: (shouldn't have to take the burden)

Examples of a Pre-Nuclear Auxiliary consisting of the
negator "mày" alone

<u>mày</u> mún-sê lê:w	(hasn't turned anymore)
<u>mày</u> rô:n lɿ:y	(is <u>not</u> hot at all)
<u>mày</u> châ: rǒk	(doesn't take long)
<u>mày</u> wá:n mà:k	(isn't very sweet)
<u>mày</u> khàw-cay	(doesn't understand)
<u>mày</u> tǐttǒ: ka khray	(doesn't get in touch with anybody)
<u>mày</u> chô:p dɿ:n	(doesn't like to walk)
<u>mày</u> saba:y tɔ:n nî:	(isn't well at the moment)
<u>mày</u> sámkhan thàwrǎy	(is <u>not</u> all that important)
<u>mày</u> wà:ŋ sâk nathi: nuŋ	(won't be free for one minute)

III. The Post-Nuclear Auxiliary (Aux₂) consists of the words yǔ: or lê:w or the sequence yǔ: lê:w*, e.g.

nàŋ <u>yǔ:</u>	(<u>is sitting</u>)
cěp <u>yǔ:</u> rùey	(<u>is hurting</u> all the time)
faŋ wítthayû? <u>yǔ:</u>	(<u>is listening</u> to the radio)
kamlaŋ kho:y kan <u>yǔ:</u>	(<u>are waiting</u>)
yaŋ ʔă:n naŋsú:-phim <u>yǔ:</u>	(<u>is still reading</u> the newspaper)
khon ca khăt <u>yǔ:</u> măn	(<u>is probably thinking</u> it over)
ma: <u>lê:w</u>	(<u>has come</u>)
di: <u>lê:w</u> la	(is all right <u>now</u>)
săy nâ:m <u>lê:w</u>	(have <u>already</u> put some water)
ʔĩm <u>lê:w</u>	(is full <u>up</u>)
đuət na:n <u>lê:w</u>	(<u>has been</u> boiling for a long time)
khɤ:y cɤ: kan <u>lê:w</u>	(have <u>already</u> met)
pŷ:t <u>yǔ: lê:w</u>	(<u>was opening</u>)
di: <u>yǔ: lê:w</u>	(is good <u>as it is</u>)
ca pay khà:ŋ nò:k kan <u>yǔ: lê:w</u>	(were going out <u>in any case</u>)
khon kho:y <u>yǔ: lê:w</u>	(<u>is probably waiting</u>)
cuen ca thún bà:n <u>yǔ: lê:w</u>	(are nearly home <u>now</u>)
tòn tũ:n tể: châ:w <u>yǔ: lê:w</u>	(have to get up early <u>anyway</u>)

* See pp. 172-4.

IV. The Modifier (M) consists of one of the following:-

- a) an adverb
- b) a sequence of two adverbs
- c) a downgraded* locational phrase
- d) a downgraded temporal phrase
- e) a sequence of a downgraded locational and a downgraded temporal phrase
- f) a pseudo-locational expression
- g) a pseudo-temporal expression
- h) a sequence of a pseudo-locational and a pseudo-temporal expression
- i) a sequence of a downgraded locational phrase and a pseudo-temporal expression
- j) a sequence of an adverb followed by a downgraded locational or a downgraded temporal phrase
- k) a sequence of an adverb followed by a pseudo-locational or a pseudo-temporal expression
- l) a sequence of a downgraded locational or a downgraded temporal phrase followed by an adverb
- m) a sequence of a pseudo-locational or a pseudo-temporal expression followed by an adverb

* It is to be pointed out that, of the three types of downgraded phrases (as described on p 76), only two, namely the downgraded locational and downgraded temporal phrase, occur in a verb phrase. These are regarded as phrase constituents, and not as Adjuncts (or sentence constituents) on the grounds that their position is fixed i.e. not shiftable.

These are exemplified separately in the following verb phrases and are underlined.

a) Examples of a Modifier consisting of an adverb*:

híw <u>can</u>	(<u>very</u> hungry)
ná:w <u>luəkx:n</u>	(<u>extremely</u> cold)
rew <u>nǎy</u>	(hurry <u>up</u>)
pǎ:t yǔ: <u>kǎ:n</u>	(<u>was</u> opening)
kamlan nǎey yǔ: <u>dùey</u>	(is tired <u>on top of it all</u>)
phù:t <u>kan</u> yǔ:	(were talking <u>together</u>)
cx: <u>kan</u> lē:w	(have already met <u>each other</u>)

b) Examples of a Modifier consisting of a sequence of two adverbs:

ma: <u>bǎy</u> ¹ <u>múenkan</u> ²	(come <u>quite</u> ² <u>often</u> ¹)
cx: <u>kan</u> ¹ <u>rùey</u> ²	(have <u>often</u> ² met <u>each other</u> ¹)
tǎtsín-cay <u>ʔe:ŋ</u> ¹ <u>samý:</u> ²	(<u>always</u> ² makes up his <u>own</u> ¹ mind)
yǎ:k pay <u>dùey</u> ¹ <u>can</u> ²	(would like <u>very much</u> ² to come <u>with</u> ¹ you)
tòŋ cǎ:k <u>kan</u> ¹ <u>ʔi:k</u> ² lē:w	(have to part from <u>each other</u> ¹ <u>again</u> ²)
tòŋ lûk <u>kǎ:n</u> ¹ <u>ʔi:k</u> ² lē:w	(have to get up <u>first</u> ¹ <u>again</u> ²)

c) Examples of a Modifier consisting of a downgraded locational phrase**:

yǔ: <u>bon</u> tōʔ	(is <u>on the table</u>)
--------------------	---------------------------

* See pp. 210-11.

** See p. 76.

- lūk cǎ:k kǎwʔi: (get up from the chair)
 kǎp-wây nay lĩnchǎk lē:w (have been kept in the drawer)
 yaŋ kho:y yǔ: nà: hòŋ (is still waiting outside the room)
 wa:ŋ-wây khà:ŋ bon lē:w (has been put upstairs already)
 ca tha:n thì nì: (shall eat here)

d) Examples of a Modifier consisting of a downgraded temporal phrase¹:

- ma: tɔ:n klan̄khu:n (come at night)
 phǎŋ ma-thuŋ mùə wa:n nĩ: (only arrived yesterday)
 tɔŋ ʔǎ:k-pay díəw nĩ: lē:w (must go out now)
 khuen ca sǎt ʔathĩt thì lē:w (should have finished last week)
 yǎ:k dà:y wan phũt nà: (would like to have it next Wednesday)

e) Examples of a Modifier consisting of a sequence of a downgraded locational and a downgraded temporal phrase:

- cǎ:t khà:ŋ nò:k hón diəw (was parked outside once)
 yǔ: thì nay london pi: nun (was in London for a year)
 ca phǎk thì ron-rɛ:m ʔĩ:k khu:n diəw (shall stay in the hotel for another night only)
 tɔŋ yũt tron nĩ: sǎk khru: nun (must stop here for a while)
 wa:ŋ yǔ: bon tɔʔ mùə kĩ: (was on the table just now)

1 See p. 76.

f) Examples of a Modifier consisting of a pseudo-locational expression¹:

- đũ:m tể: biə (drinks only beer)
 tòn lùək sũ: tể: khó:ŋ thì campen (have to buy only those things which are necessary)
 kamlaŋ khuɣ ka phuen (is chatting with friends)
 yaŋ yũ: thì chân (is still with me)
 hэндùəy kăp khun (agree with you)

g) Examples of a Modifier consisting of a pseudo-temporal expression²:

- tũ:n tể: châ:w (get up early in the morning)
 pỹ:t talố:t wela: (open all the time)
 tòn yu:n thân wan (have to stand all day)
 mắkca sắmrết thũk thi: (is successful nearly every time)
 tham sết tắntể: mùə khu:n lê:w (has been done since last night)

h) Examples of a Modifier consisting of a sequence of a pseudo-locational and a pseudo-temporal expression:

- khuy ka phuen thân wan (was chatting with friends all day)
 yũ: tể: nay bà:n kũəp ʔathít (had to stay (quite) at home almost all week)

1 See pp. 154-7.

2 See pp. 157-60.

phayaya:m tĩttĩ: kấp nĩt lá:y khraṇ lē:w

(have tried to get in touch with Nit many times already)

sõṇ-pay ka cõtma:y sỏ:ṇ hỏn (was sent with the letters twice)

kin tẻ: nâ:m thân wan (drank water continuously
all day long)

i) Examples of a sequence of a downgraded locational phrase and a pseudo-temporal expression:

yũ: thì nĩ: tậntẻ: pi: kỏ:n (have been here
since last year)

tỏk loṇ thì phũ:n sỏ:ṇ-sỏ:m hỏn (has fallen on the floor
two or three times)

tỏṇ ʔỏ:k cỏ:k bà:n tẻ: wan (has to leave the house early)
lit. has to, leave,
from the house, early.

com yũ: nay thale: tậṇ lá:y chũemo:ṇ (lay sinking
in the sea
for several hours)

lỏṇ yũ: nỏ:k nũeṇ lá:y chũemo:ṇ (had lost their way
outside the town for
many hours)

j) Examples of a Modifier consisting of a sequence of an adverb followed by a downgraded locational or a downgraded temporal phrase:

ma-khuy kan thì nĩ: (come to chat to each other here)

phẻṇ rủcỏk kan thì ʔaṇkrĩt (have only known each other
in England)

cx: kan thì sathá:n-thù:t lê:w (have already met
one another at the Embassy)

phỳn hén kan mùə kî: (have only seen each other
just now)

cx: kan mùə 'athít thì lê:w (met each other last week)

k) Examples of a Modifier consisting of a sequence of
an adverb followed by a pseudo-locational or a
pseudo-temporal expression:

phù:t kan tể: rùen-nán rùen diəw (were talking to
each other only about films)

bỏn kan tể: rùen-'akă:t (keep grumbling, all of them,
about the weather)

khuy kan tàn tể: tɔ:n bǎ:y (have been chatting to
one another since the afternoon)

prũksá: kan tàn tể: mùə wa:n lê:w (have been discussing
together since yesterday)

khon cx: kan thũk wan (probably meet each other
every day)

l) Examples of a Modifier consisting of a sequence of
a downgraded locational or a downgraded temporal
phrase followed by an adverb:

ma: thì nì: bǎy (come here often)

yă:k nàñ tron nĩ: can (would like to sit here
very much)

nàŋ kho:y yũ: nay hòŋ khà:ŋ bon kǝ:n

(sit and wait in the upstairs room for a while)

kamlan ca ʔǝ:k-pay díew nf: thidiəw (am going to go cut
right now)

khàw-pay nay khruə ʔĩ:k lê:w (got in the kitchen again)

m) Examples of a Modifier consisting of a sequence of
a pseudo-locational or pseudo-temporal expression
followed by an adverb:

sòm tǝ: thì sòn bǝy (only the heels that are
repaired frequently)

mi: tǝ: khà:w mân (have only rice perhaps)

tǝttǝ: kǎp chàn samý: (gets in touch with me always)

tũ:n tǝ: chā:w nǝy (get up a little
early in the morning)

no:n tǝ: huəkhàn ʔĩ:k lê:w (go to bed early again)

The Structure of a Verb Phrase

Having described in detail all the phrase constituents of which a verb phrase may be made up, we can now proceed to examine the structure of the whole phrase itself.

As had already been described earlier on, a maximum of four constituents is postulated for a verb phrase. It is to be stated further that a verb phrase in initiating sentences necessarily always contains a Nucleus (Nuc) and that the Nucleus always occupies the first position of a verb phrase unless there is the Pre-Nuclear Auxiliary (Aux₁) preceding it. In such cases the Nucleus will of course occupy the second position. When present, the Post-Nuclear Auxiliary (Aux₂) and the Modifier (M) occur after the Nucleus either singly or in sequence.

Ten combinations of the verb phrase constituents are possible. They may be formulated as follows:

1. Nuc
2. Nuc Aux₂
3. Nuc M
4. Nuc Aux₂ M
5. Nuc M Aux₂
6. Aux₁ Nuc
7. Aux₁ Nuc Aux₂
8. Aux₁ Nuc M
9. Aux₁ Nuc Aux₂ M
10. Aux₁ Nuc M Aux₂

These are illustrated as follows:

1. Nuc

há:y	(lose)
saʔǎ:t	(clean)
khien	(write)
tham	(do)
hày	(give)
thá:m	(ask)
há:y-pay	(has been lost)
ma-há:	(come to see)
no:n lăp	(asleep)
tham dà:y	(can do)
lo:ŋ khít du:	(think over)
pýt hày sanít	(shut tightly)

2. Nuc Aux₂

pǎ:t/yǔ: *	(is open)
nàŋ/yǔ:	(is sitting)
rú:-tue/yǔ:	(is aware)
sết/lê:w	(is finished)
pǎ:t ʔǎ:k/lê:w	(has been opened)
chây-ma na:n/lê:w	(has been used for a long time)
di:/yǔ: lê:w	(is good as it is)
pýt sanít/yǔ: lê:w	(already tightly shut)

*

In the following examples the divisions of the constituents of a verb phrase in Thai are conveniently marked by the use of a stroke or strokes, as the case may be.

3. Nuc M

ná:w/lúekv:n	(extremely cold)
đi:/thidiəw	(quite good)
khuy/kan bǔy	(often chat together)
lūk/că:k kàw'ì:	(get up from the chair)
héndùey/kăp khun	(agree with you)
yw:n/thân wan	(stand all day)
nàŋ yǔ:/kăp phuen	(is sitting with some friends)
tũ:n/tě: châ:w	(get up early)
rúcăk/kan thì krunthè:p	(knew each other in Bangkok)
rúcăk/kan tàn'tě: pi: kǒ:n	(have known each other since last year)
ma:/thì nì: bǔy	(come here often)
klăp/to:n đũk rùey	(always come back late at night)

4. Nuc Aux₂ M

hăk/yǔ:/kǒ:n	(was broken before)
nàŋ/yǔ:/dùey	(is sitting there too)
đũet/yǔ:/bon taw	(is boiling on the stove)
yùŋ/yǔ:/thân wan	(was busy all day long)
lèn/yǔ:/ka đẽk	(is playing with children)
pũey/yǔ:/thì bà:n tàn duen nuŋ	(was ill at home for a month)
yũt/yǔ:/ka thì: rùey	(always stay put)
nàŋ kho:y/yǔ:/thì nì: kǒ:n	(sit and wait here for a while)

5. Nuc M Aux₂

prŭksá:/kan/yŭ:	(are consulting one another)
tŏkloŋ/kan/lê:w	(have already agreed)
yŭ:/bon tŏ [?] /lê:w	(is on the table already)
ʔŏ:k-pay/khà:ŋ nò:k/lê:w	(has gone outside)
pŭ:t/phrùŋ nŭ:/lê:w	(open to-morrow)
cɤ:/kan thì london:lê:w	(have already met each other in London)
kĕp-wây/nay tù:-yen ʔŭ:k/lê:w	(has been kept in the fridge again)
nɔ:n/tĕ: huékham ʔŭ:k/lê:w	(go to bed early again)
rĕ:m yùŋ/kan tàn [?] tĕ: châ:w/lê:w	(began to be busy early this morning)

6. Aux₁ Nuc

kamlaŋ/ŋoŋ	(is puzzled)
khon mày/châ:	(probably won't be long)
mây yă:k/thô [?] tlɔ:ŋ	(wouldn't like to experiment)
phĕŋ/klăp-ma	(have just come back)
ca/pay-dɤ:n lèn	(am going to go for a walk)
khuen ca/phâkphă:n	(ought to be resting)
khon ca/nɔ:n lăp-pay	(has probably gone to sleep)
kamlaŋ yă:k ca/khɔ:y du:	(would like to wait and see)

7. Aux₁ Nuc Aux₂

yaŋ/pĩt/yũ:	(is still closed)
kamlaŋ/phim/yũ:	(is being typed)
khon yaŋ/pĩek/yũ:	(is probably still wet)
kũep/sũk/lê:w	(is nearly ripe)
châk/ná:w/lê:w	(is getting cold)
kamlaŋ ca/rỳ:m lèn/lê:w	(is about to begin to play)
khon/khə:y/yũ: lê:w	(is probably waiting already)
cuən ca mạy/sết/yũ: lê:w	(was almost not finished)

8. Aux₁ Nuc M

yă:k/nàŋ/caŋ	(would like to sit very much)
khon/di:/thidiəw	(would probably be quite good)
mạy tòn/ʔă:k-pay/kă:n	(needn't go out first)
khə:y/khuy/kan bǎy	(used to chat together often)
ca/tha:n/thì nì:	(shall eat here)
ca/yũ:/ka thə:	(is going to be with you)
tòn/yw:n/talǎ:t wela:	(have to stand the whole time)
khuen ca/thún/mùə châ:w wa:n	(should have arrived yesterday morning)

9. Aux₁ Nuc Aux₂ M

tòn/râ:w/yũ:/kă:n	(must have been cracked already)
kamlaŋ/híw/yũ:/dùey	(is hungry on top of it all)
cuən/sết/lê:w/mân	(is probably almost finished)
khon/khə:y/yũ:/nà: hòŋ	(is probably waiting outside the room)

yaŋ/dǔet/yǔ:/bon taw (is still boiling on the stove)
 kamlaŋ/nàŋ khuɣ/yǔ:/ka phuen (is sitting and chatting with
 a friend)
 ca/pay/lê:w/múenkan (am going as well)
 khoŋ ca màŋ/phâk/yǔ:/lá:y wan (probably won't stay for many
 days)
 ʔǎ:t ca tòŋ/yw:n/yǔ:/thì nì: kǎ:n (will possibly have to
 stand for a while)
 khoŋ ca tòŋ/yǔt/yǔ:/troŋ nî: bǎy (will probably have to
 stop here often)

10. Aux₁ Nuc M Aux₂

yaŋ/prǔksá:/kan/yǔ: (are still consulting each
 other)
 khɣ:y/phù:t/kan/lê:w (have talked to each other
 before)
 ʔǎ:t ca/wa:ŋ-wây/khà:ŋ bon/lê:w (has possibly been put
 upstairs already)
 ca tòŋ/klăp/wan nî:/lê:w (shall have to go back to-day)
 ca/khàw-ma/nay nî: ʔǎ:k/lê:w (were going to come in here
 again)
 khɣ:y/cɣ:/kan thì fârăŋsě:t/lê:w (have already met each
 other in France)
 ca/nɔ:n/tě: húəkhàm ʔǎ:k/lê:w (is going to bed early again)
 ca/ʔǎ:k dɣ:n-tha:ŋ/kan díəw nî:/lê:w (are about to set off
 now)

It has not been found necessary to postulate phrase constituents for the remaining phrases, namely the modal phrase, the locational phrase and the temporal phrase. These phrases may be described as follows:-

Modal Phrases

A modal phrase consists of a mode-word¹ or a mode-word and the preceding preposition "ta:m"², e.g.

nà:'klue děk yaŋ mạy lăp

(I'm afraid the baby's not yet asleep.)

nà:'klue khà:w mạy lê:w

(I suppose the rice has burnt.)

pőkkatĩ? rôt-fay troŋ wela: di:

(Usually the train's well on time.)

pőkkatĩ? phóm tham-ŋa:n thì hòng-samút

(Usually I work in the Library.)

ta:m pőkkatĩ? rôt cǎ:t pà:y nĩ: samý:

(As a rule, the bus always stops at this bus-stop.)

thammada: sũe tue nĩ: khâp mà:k

(Normally this blouse is very tight.)

ta:m thammada: râ:n nĩ: pǎ:t talǎ:t wan

(Normally this shop is open all day.)

1 See pp.206-7.

2 See p.213.

All the modal phrases illustrated above occur at the beginning of the sentence. As has already been mentioned (see p.63) they may be shifted to the end of the sentence, e.g.

děk yaŋ mà y lăp nà: 'klue

(The baby's not yet asleep, I suppose.)

rôt-fay tron wela: di: pőkkatĩ?

(The train's well on time, usually.)

rôt cǎ:t pà:y nĩ: samǎ: ta:m pőkkatĩ?

(The bus always stops at this bus-stop, as a rule.)

sùe tue nĩ: khâp mà:k thammada:

(This blouse is very tight, normally.)

Locational Phrases

A locational phrase consists of a noun phrase¹ preceded by one or two prepositions, and on some occasions by three, or, of a sequence of two prepositions.²

The following are examples of a locational phrase which consists of a noun phrase preceded by one, two or three prepositions, as the case may be:

1 See pp. 72-3, 77-119.

2 See pp. 212-3. The prepositions which do not occur in a locational phrase are tǎ:, ka, kăp, and thĩ meaning "with". For cases where these prepositions occur, see pp. 154-7.

bon tô? mi: nâŋsú: yǔ: lè̃m nuŋ

(On the table there's a book.)

nay hồŋ-râp-khě:k fũn yŋ? lē:w

(In the drawing room there's a lot of dust now.)

nay lĩnchâk ʔan nĩ: mà̃y mi: ʔaray lɿ:y

(There's nothing at all in this drawer.)

tron nĩ: di: lē:w

(It's all right here.)

thĩ nàn yaŋ chě? yǔ:

(It's still wet there.)

nay nĩ: mi: ʔaray

(What's in this?)

thĩ nay rôt-me: khon cɿ: sataŋ bǔy

(On the bus people often find some money.)

bon lân tù: bay nân mà̃y nà: ca wa:ŋ khó:ŋ

(You shouldn't have put anything on top of that cupboard.)

thĩ nay nĩ: rô:n caŋ

(It's very warm in here.)

thĩ tron nô:n kh-ray yǎ: pay-dɿ:n nâ

(Nobody should walk over there.)

thì tron nà: sathá:ni: khon yu:n yǔ: yê?

(At the very front of the station there are a lot of
people standing.)

The following are examples of a locational phrase
which consists of a sequence of two prepositions:

khà:ŋ nò:k yen mây (Is it cool outside?)

khà:ŋ nay yaŋ di: yǔ: (It's still good inside.)

khà:ŋ bon khon nèn caŋ (People are crowding upstairs.)

khà:ŋ tà:y chêt lê:w rǎ (Has it been wiped underneath?)

All the locational phrases illustrated above occur
at the beginning of the sentence. As has already been men-
tioned (see p. 64) they may be shifted to the end of the
sentence, e.g.

mi: nânswú: yǔ: lêm nuŋ bon tô?

(There's a book on the table.)

di: lê:w tron nf:

(It's all right here.)

mây mi: ʔaray lɿ:y nay línchâk ʔan nf:

(There's nothing at all in this drawer.)

khon cɿ: sataŋ bǎy thì nay rô-t-me:

(People often find some money on the bus.)

yen mây khà:ŋ nò:k

(Is it cool outside?)

Temporal Phrases

A temporal phrase consists of one of the following:

1. a sequence of two or three time-words
2. one, two or three time-words followed by a high-tone determinative or by one of the fixed phrases (q.v.)
3. a cardinal numeral accompanied by two or three time-words
4. a cardinal numeral preceded by a time-word and followed by two time-words and a high-tone determinative, or followed by a time-word and the fixed phrase "thì lê:w"
5. a time-word or two followed by an ordinal numeral
6. a time-word preceded by a pre-numeral and followed by an ordinal numeral.

These are illustrated as follows:

1. a temporal phrase consisting of a sequence of two or three time-words¹, viz.,

- a) a sequence of two time-words, e.g.

mùe châ:w	(this morning)
mùe wa:n	(yesterday)
mùe kî:	(just now)

¹ See pp. 201-5.

mùe rǎy	(when)	
mùe kǎ:n	(formerly)	
mùe khu:n	(last night)	
tɔ:n châ:w	(in the morning)	
tɔ:n châwchâ:w	(in the early morning)	
tɔ:n klanwan	(by day or in the day time)	
tɔ:n thien	(at noon)	
tɔ:n bǎ:y	(in the afternoon)	
tɔ:n yen	(late in the afternoon)	
tɔ:n húekhâm	(soon after nightfall)	
tɔ:n khâmkhâm	(at dusk)	
tɔ:n klan khu:n	(at night or during the night)	
tɔ:n dǔk	(late at night)	
wan can	(Monday)	
wan sǎw	(Saturday)	etc.
duen môkkara:	(January)	
duen kanya:	(September)	etc.

b) a sequence of three time-words, e.g.

mùe tɔ:n châ:w	(this morning)	
mùe tɔ:n klanwan	(during the day time)	
mùe tɔ:n bǎ:y	(this afternoon)	
mùe wan ʔan kha:n	(last Tuesday)	
mùe wan phrâhăt	(last Thursday)	etc.
mùe wan kǎ:n	(the other day)	
mùe duen kumpha:	(last February)	
mùe duen mi:na:	(last March)	etc.

2. a temporal phrase consisting of one, two or three time-words followed by a high-tone determinative¹ or by one of the fixed phrases, namely one consisting of the relative linker "thì"² and the intransitive verb³ "lê:w", and the other consisting of the linker "thì" followed by the pre-verbal auxiliary "ca"⁴ and the intransitive verb "thúg", viz.,

a) one, two or three time-words followed by a high-tone determinative, e.g.

châ:w nî:	(this morning)
khư:n nân	(that night)
samáy náy	(which period)
pi: nô:n	(some years back)
mùe wa:n nî:	(yesterday)
mùe takî: nî:	(just now)
mùe pi: nân	(that year)
mùe kǎ:n nô:n	(in the old days)
duen me:sá: nî:	(next April)
wan phút náy	(which Wednesday)
mùe tǎ:n châ:w nî:	(this very morning)
mùe tǎ:n klaywan nî:	(at about midday to-day)
mùe châ:w wa:n nî:	(yesterday morning)
mùe pi: kǎ:n nô:n	(some years back)

1 See p. 197.

2 See p. 216

3 See pp. 161-2.

4 See p. 178.

b) one, two or three time-words followed

by a fixed phrase, e.g.

duen thì lê:w	(last month) lit. the month which is just finished.
pi: thì lê:w	(last year)
ʔathít thì lê:w	(last week)
sũk thì ca thún	(next Friday) lit. the Friday which is to come.
wan phrâhăt thì lê:w	(last Thursday)
duen sínhá: thì ca thún	(next August)
mùe duen thì lê:w	(last month)
mùe pi: thì lê:w	(last year)
mùe wan ʔathít thì lê:w	(last Sunday)
mùe duen phrûtsapha: thì lê:w	(last May)

3. a temporal phrase consisting of a cardinal numeral¹ accompanied by two or three time-words, viz.,

a) a cardinal numeral preceded and followed

by a time-word, e.g.

to:n só:ŋ mo:ŋ	(at 2 p.m.)
to:n sá:m thùm	(at 9 p.m.)
mùe pě:t mo:ŋ	(at 8 a.m.)
mùe sǐ: thùm	(at 10 p.m.)

¹ See pp. 190-1.

b) a cardinal numeral preceded by one and followed by a sequence of two time-words, e.g.

tɔ:n hɔ̌k mo:ŋ yen	(at six o'clock in the evening)
tɔ:n hɔ̌k mo:ŋ châ:w	(at six o'clock in the morning)
mùə sɔ́:ŋ duən kɔ̌:n	(two months ago)
mùə sá:m pi: kɔ̌:n	(three years ago)

c) a cardinal numeral preceded by two and followed by one time-word, e.g.

mùə tɔ:n kà:w mo:ŋ	(at 9 a.m.)
mùə tɔ:n sá:m thùm	(at 9 p.m.)

d) a cardinal numeral preceded and followed by two time-words, e.g.

mùə tɔ:n sǐp mo:ŋ châ:w	(at ten o'clock in the morning)
mùə tɔ:n hà: mo:ŋ yen	(at five o'clock in the evening)

4. a temporal phrase consisting of a cardinal numeral preceded by a time-word, and followed by two time-words and a high-tone determinative, or followed by a time-word and the fixed phrase "thì lê:w", viz.,

a) a cardinal numeral preceded by a time-word and followed by two time-words and a high-tone determinative, e.g.

mùə sɔ́:ŋ wan kɔ̌:n nî:	(two days ago)
mùə sá:m ʔathít kɔ̌:n nî:	(three weeks ago)
mùə sǐp pi: kɔ̌:n nô:n	(ten years back)

b) a cardinal numeral preceded by a time-word and followed by a time-word and the fixed phrase "thì lê:w", e.g.

mùe só:ŋ đuen thì lê:w (two months ago)

mùe sá:m pi: thì lê:w (three years ago)

mùe só:ŋ-sá:m chùemo:ŋ thì lê:w (two or three hours ago)

5. a temporal phrase consisting of a time-word or two followed by an ordinal numeral¹, e.g.

wan nưŋ (one day)

duen nưŋ (a month)

pi: rề:k (the first year)

?athít diəw (just a week)

thi: lán (next time)

?athít nà: (next week)

wan thìhà: (the fifth day or the fifth of the month)

săttawât thissíp (the tenth century)

wan can nà: (Monday week)

wan sũk thissĩ: (Friday the fourth)

duen tula: nà: (next October)

6. a temporal phrase consisting of a time-word preceded by a pre-numeral² and followed by an ordinal numeral , e.g.

săk wan nưŋ (for a day)

¹ See pp. 191-3.

² See pp. 193-4.

ʔĩ:k pi: diew	(another year)
ʔĩ:ksâk ʔathîŋ mun	(another week)
tàŋ duen mun	(for a month)

It is interesting to note that, while a noun phrase, a verb phrase or a modal phrase may consist of one word, a locational phrase and a temporal phrase must consist of two words at least.

Pseudo-locational and Pseudo-temporal Expressions

As has already been mentioned¹, the last three types of phrases as described above, namely, modal, locational and temporal phrases, which function primarily as Adjuncts (or sentence constituents) are referred to as "downgraded phrases" when functioning within a noun or a verb phrase.

It has been observed that there are groups of words or expressions whose components are comparable to those of the locational and temporal phrases, but, which may function only within a verb phrase. That is to say, they never function as Adjuncts nor within a noun phrase: they function either as a Modifier (or a verb phrase constituent) or as an element in it (i.e. when accompanied by another element such as an adverb)². Such groups of words or expressions may conveniently be referred to as "pseudo-locational expressions" and "pseudo-temporal expressions" respectively. These may be described as follows:

Pseudo-locational Expressions

A pseudo-locational expression consists of one of the following:

- a) a noun phrase preceded by the preposition "tě:"³ alone or accompanied by another preposition, e.g.

1 See p. 76.

2 See pp. 130-6.

3 See p. 213.

ke:ŋ mi: tě: nâ:m lê:w

(There's only gravy left in the curry now.)

chân tòn lùək: sũ: tě: khó:ŋ thì campen

(I must choose and buy only those things which are
necessary.)

rɔŋ-thâ:w ca sòm tě: thì sòn

(The shoes are to be repaired only at the heels.)

All the pseudo-locational expressions in the above examples function as a Modifier (or a verb phrase constituent). Compare the above with the following:

nâŋsũ: yũ: bon tô? lê:w

(The book's on the table already.)

chân ca pay-kho:y nà: râ:n thì phỳŋ pỹ:t

(I'll go and wait in front of the shop which has just been
opened.)

rôt cǎ:t thì khà:ŋ bà:n

(The car is parked by the side of the house.)

The pseudo-locational expressions which function as an element of a Modifier may be illustrated from the examples below. The accompanying elements are all double-underlined.

khâw phù:t kan tế: rùen-nân rùen diew

(They were talking to each other only about films.)

rôn-thâ:w tòn sòm tế: thì sòn bỷ

(The shoes had to be repaired only at the heels often.)

chân tòn yũ: tế: nay bà:n thân ?athít

(I had to stay quite at home all week.)

Compare the above with the following:

khâw khuy kan thì bà:n

(They were talking together at home.)

rôt cớ:t thì khà:n bà:n bỷ

(The car's often parked by the side of the house.)

chân yũ: thì nay londɔ:n pi: nun

(I was in London for a year.)

b) a noun phrase preceded by the preposition ka, kăp or thì (each of which is equivalent to "with" in English), e.g.

chân chỏ:p khuy ka khâw

(I like talking with her.)

nít ?ố:k-pay ka phuen bỷ

(Nit often goes out with friends.)

ca kin kăp ?aray

(What are we going to have it with?)

raw mạy dầy tĩttố: kăp sumon lɣ:y

(We haven't got in touch with Sumon at all.)

pắkka: yaŋ yũ: thì* chân nâ

(The pen's still with me.)

taŋ kếp-wây thì* mề: kố:n

(I'll leave the money with Mother for the time being.)

Compare the above with the following:

nậsú: yũ: bon tô?

(The book's on the table.)

khâw ma: thì nì: bố:y

(He comes here often.)

Pseudo-temporal Expressions

A pseudo-temporal expression consists of one of the following:

a) one of the three fixed expressions^{**} which contain the time-word "tế:", namely tế: châ:w (early in the morning), tế: húekhâm (early in the evening) and tế: wan

* It is to be noted that the preposition "thì" (lit. with) occurring in this context is homophonous with the preposition "thì" (lit. at) which is found in a locational phrase (see pp. 144-6). Compare, for instance, "thì" in this and such examples as

pắkka:-chân yũ: thì bà:n (My pen is left at home.)

thì bà:n mạy mi: khray lɣ:y (There's nobody at home.)

** See p. 205.

(early in the afternoon), e.g.

phrùŋ nî: chân tồŋ tũ:n tế: chấ:w

(To-morrow I must get up early.)

đếk nỏ:n tế: húekhàm ʔĩ:k lê:w

(The boy's gone to bed early again.)

wan nî: klấp bà:n tế: wan nỏy nâ

(Will you get back early to-day.)

Compare the above with the following:

sómchà:t phừŋ ma-thúŋ mùe wa:n

(Somchaat only arrived yesterday.)

chân kamlaŋ ca ʔĩ:k-pay díew nî: thidiw

(I'm going to go out right now.)

b) a time-word¹ preceded by the preposition
"talǎ:t"², e.g.

talǎ:t wan (all day or all day long)

talǎ:t ʔathít (all week)

talǎ:t đuen (all the month)

talǎ:t pi: (all year round)

1 See pp. 201-5

2 See p. 213.

c) a time-word or two preceded by the sentence linker "tàn̄tě: "1, e.g.

tàn̄tě: châ:w	(since the morning)
tàn̄tě: klan̄wan	(since midday)
tàn̄tě: bă:y	(since the afternoon)
tàn̄tě: pi: kǎ:n	(since last year)
tàn̄tě: khu:n kǎ:n	(since the night before)
tàn̄tě: mùə châ:w	(since this morning)
tàn̄tě: mùə wa:n	(since yesterday)
tàn̄tě: tɔ:n châ:w	(since the morning)
tàn̄tě: tɔ:n thien̄	(since midday)
tàn̄tě: tɔ:n yen	(since the evening)
tàn̄tě: mùə rǎy	(since when)

d) an ordinal numeral², which may be exemplified in a sentence as follows:

nít sǎ:p dà:y thìn̄n̄

(Nit was first in her exams.)

khâw khàw prak̄uət na:ŋ-ŋa:m dà:y thĩsɔ:ŋ

(She came second in the Beauty Contest.)

1 See p. 219.

2 See pp. 191-3.

e) a time-word preceded by one of the following:

i) by a cardinal numeral¹, e.g.

só:ŋ hón	(twice)
sá:m thi:	(three times)
só:ŋ-sá:m wan	(two or three days)
sǎ: ʔathít	(four weeks)
lá:y pi:	(many years)

ii) by a pre-numeral², e.g.

sâk wan	(for a day)
tàŋ đuen	(for a month)
kũep pi:	(nearly a year)
thâŋ khu:n	(all night)
ʔǎ:k ʔathít	(another week)
ʔǎ:ksâk pradíew	(in a moment)

iii) by a pre-numeral and a cardinal numeral,
e.g.

sâk só:ŋ wan	(about two days)
tàŋ hǒk ʔathít	(about six weeks)
kũep hà: pi:	(almost five years)
ʔǎ:k sá:m đuen	(another three months)
ʔǎ:ksâk sǎ:-hà: chùemo:ŋ	(another four or five hours)

1 See pp. 190-1.

2 See pp. 193-4.

CHAPTER IV

WORD-CLASSES

Nouns and Verbs

In setting up two major classes of word three pairs of testing sentence frames are provided. The first pair is used to establish nouns and a class of verbs whereas the other two pairs are used for establishing the other two classes of verbs, viz.,
Nouns and Intransitive Verbs

The first pair of testing sentence frames is appropriate to 3-place sentences:

1. a) 1 2 lê:w

b) 1 kamlaŋ 3

Any word which may occupy place 1 in both frames is labelled a "noun" (n). Any word which may occupy both place 2 in the first frame and place 3 in the second is labelled an "intransitive verb" (v_i). Examples:

nalika: ti: lê:w (The clock's struck.)

nalika: kamlaŋ ti: (The clock's striking.)

nâ:m ďűet lê:w (The water's come to the boil.)

nâ:m kamlaŋ ďűet (The water's boiling.)

ďěk lăp lê:w (The child's gone to sleep.)

ďěk kamlaŋ lăp (The child's asleep.)

hòn ?ủn lê:w (The room's warm now.)

hòn kamlaŋ ?ủn (The room's warm.)

nít to: lê:w (Nit's grown up.)

nít kamlaŋ to: (Nit's growing.)

The words nalika:, nâ:m, dểk, hòn and nít in the above examples are classified as nouns since every one of them could fill place 1 in both frame 1.a and frame 1.b whereas the words ti:, dểt, lắp, ?ủn and to: are classified as intransitive verbs since all of them could fill both place 2 in frame 1.a and place 3 in frame 1.b.

Transitive Verbs

The second pair of testing sentence frames is appropriate to 4-place sentences:

2. a) n 2 n lê:w

b) n kamlaŋ 3 n

Any word which may occupy both place 2 in the first frame and place 3 in the second is labelled a "transitive verb" (v_t), e.g.

dểk kin nom lê:w (The baby's drunk some milk.)

dểk kamlaŋ kin nom (The baby's drinking milk.)

phò: tàn nalika: lê:w (Father's set the clock.)

phò: kamlaŋ tàn nalika: (Father's setting the clock.)

nít khíen cồtmá:y lê:w (Nit's written a letter.)

nít kamlaŋ khíen cồtmá:y (Nit's writing a letter.)

khwan khàw bà:n lê:w (The smoke's got into the house.)

khwan kamlaŋ khàw bà:n (The smoke's getting into the house.)

mê:-khrue tham khanóm lê:w (The cook's made some pudding.)

mê:-khrue kamlaŋ tham khanóm (The cook's making pudding.)

All the words underlined are classified as transitive verbs.

Double Transitive Verbs

The third pair of testing sentence frames is appropriate to 5-place sentences:

3. a) n 2 n n lê:w

b) n kamlaŋ 3 n n

Any word which may occupy both place 2 in the first frame and place 3 in the second is labelled a "double transitive verb" (v_{tt}), e.g.

mê: hày taŋ nít lê:w

(Mother's given Nit some money.)

lit. mother, give, money, Nit, already.

mê: kamlaŋ hày taŋ nít

(Mother's giving Nit some money.)

phin tx:m nâ:m rô:t lê:w

(Pin's put some water into the car.)

phin kamlaŋ tx:m nâ:m rô:t

(Pin's putting some water into the car.)

phùen cě:k sú:cibăt khě:k lê:w

(A friend's distributed the programmes to the guests.)

phùen kamlaŋ cě:k sú:cibăt khě:k

(A friend's distributing the programmes to the guests.)

sómsăk só:n nâŋsú: dĕk lê:w

(Somsak's given the children a lesson.)

lit. Somsak, teach, lesson, children, already.

sómsăk kamlaŋ só:n nâŋsú: dĕk

(Somsak's giving the children a lesson.)

khru: bŏ:k khane:n nâkrien lê:w

(The teacher's told the pupils their marks.)

lit. teacher, tell, mark, pupil, already.

khru: kamlaŋ bŏ:k khane:n nâkrien

(The teacher's telling the pupils their marks.)

All the words underlined are classified as double transitive verbs.

Homophonous Verbs

It is to be pointed out that, for the purpose of the present study it has not been found necessary to set up further classes of verbs to account for words which may occupy both place 2 and place 3 in either the first or the

second pair of testing sentence frames described above, on the one hand, and those which may occupy such places in either the second or the third pair, on the other. Instead, they will be regarded as homophones of one kind or another according to which two of the above pairs of testing sentence frames they can operate in. We have thus intransitive/transitive homophones in the one case and transitive/double transitive in the other, viz.,

Examples of intransitive/transitive homophones, namely those forms which occur both in the first and second pairs of construction are given below:

1. a) n 2 lê:w

b) n kamlaŋ 3

děk híw lê:w

(The baby's hungry.)

děk kamlaŋ híw

(The baby's hungry.)

khó:ŋ khùn lê:w

(Things have gone up.)

khó:ŋ kamlaŋ khùn

(Things are going up.)

2. a) n 2 n lê:w

b) n kamlaŋ 3 n

děk híw nâ:m lê:w

(The baby wants a drink of water.)
lit. baby, hungry, water, now.

děk kamlaŋ híw nâ:m

(The baby wants a drink of water.)

khó:ŋ khùn rakha: lê:w

(Things have gone up in price.)

khó:ŋ kamlaŋ khùn rakha:

(Things are going up in price.)

pratu: <u>pŷ:t</u> lê:w	nît <u>pŷ:t</u> pratu: lê:w
(The door's <u>open</u> al- ready.)	(Nit's <u>opened</u> the door.)
pratu: <u>kamlaŋ</u> pŷ:t	nît kamlaŋ <u>pŷ:t</u> pratu:
(The door's <u>open</u> .)	(Nit's <u>opening</u> the door.)
hòŋ <u>mén</u> lê:w	hòŋ <u>mén</u> kăpkhà:w
(The room <u>smells</u> .)	(The room <u>smells</u> food.)
hòŋ kamlaŋ <u>mén</u>	hòŋ kamlaŋ <u>mén</u> kăpkhà:w
(The room's <u>smelling</u> .)	(The room's <u>smelling</u> food.)

All the underlined verbs under the first pair of testing sentence frames are regarded as *intransitive* verbs whereas those under the second pair of testing sentence frames are regarded as homophonous transitive verbs.

The following are examples of transitive/double transitive homophones, namely those forms which occur both in the second and third pairs of construction:

2. a) n <u>2</u> n lê:w	3. a) n <u>2</u> n n lê:w
b) n kamlaŋ <u>3</u> n	b) n kamlaŋ <u>3</u> n n

khru: <u>só:n</u> nâŋsú: lê:w	khru: <u>só:n</u> nâŋsú: dĕk lê:w
(The teacher <u>gives</u> a lesson now.)	(The teacher <u>gives</u> the boys a lesson now.)
khru: kamlaŋ <u>só:n</u> nâŋsú:	khru: kamlaŋ <u>só:n</u> nâŋsú: dĕk
(The teacher's <u>giving</u> a lesson.)	(The teacher's <u>giving</u> the boys a lesson.)

phùen-bà:n khá:y đốk-mâ:y phùen-bà:n khá:y khố:η đэк lê:w
lê:w

(A neighbour sells
flowers now.)

(A neighbour's sold a girl some
things.)

phùen-bà:n kamlaη khá:y
đốk-mâ:y

phùen-bà:n kamlaη khá:y khố:η
đэк

(A neighbour's selling
flowers.)

(A neighbour's selling a girl
some things.)

The underlined verbs: só:n (teach) and khá:y (sell)
in the first column are regarded as transitive
verbs whereas those in the second column are regarded as
homophonous double transitive verbs.

Intransitive Adjectival Verbs

In order to arrive at a subclass of intransitive verbs another 5-place testing sentence frame is provided:

n - kwă: n lê:w

Any intransitive verb which may occupy the blank space of this frame is labelled an "intransitive adjectival verb" (v_{ia}), e.g.

sùe kăw kwă: ka'pro:ŋ lê:w

(The blouse is older than the skirt.)

mu: yen kwă: thâ:w lê:w

(My hands are now colder than my feet.)

sùe khá:w khă: kaŋke:ŋ lê:w

(The shirt's now whiter than the trousers.)

mì:t khom kwă: tākray lê:w

(The knife is now sharper than the scissors.)

suchada: súey kwă: suraphi: lê:w

(Suchadaa's now more beautiful than Surapee.)

All the five underlined verbs above are classified as intransitive adjectival verbs since every one of them could fill the blank space in the frame provided.

- H Q D : khun số:η khon nī: (these two persons)
- H D Q : nú: khon nân khon diəw (just that girl)
khun nī: ʔĩ:k khon nuŋ (one more i.e. this person)
- H M_a : khun mûə wa:n (the person yesterday)
- H Q M_a : khun số:η khon mûə kī: (those two persons just now)
- H M_a Q : khun mûə kī: ʔĩ:k khon diəw (just one more i.e. the person just now)
- H Q : raw số:η khon (we two)
kh-ray kī: khon (how many people) lit. who,
how many, people.
nī: ʔan nuŋ (here is one) lit. here, one.
ʔûə khon diəw (just me)
khun sá:m khon lán (the last three of you)
chân ʔĩ:k khon (me too)
ʔaray ʔĩ:ksâk yă:η (what else)
nò:n ʔĩ:k lêm (another one over there)
phóm ʔĩ:k khon nuŋ (me too)
khâw ʔĩ:k số:η khon (two more of them)
thx: sá:m khon thawnân (just you three)
kε: khon diəw thawnân (just her)
khun số:η khon rē:k thawnân (just the first two of you)

na:y ?ĩ:ksâk khon nuŋ thàwnân (just one more
i.e. you)

nì: ?ĩ:k sô:ŋ ?an thàwnân (just two more
i.e. here they are)

Pronouns can never replace other nouns as Heads (H) of the noun phrase of such structures as HM_i , HM_iD and so on. Compare, for examples, the noun "phùcha:y" and the pronoun "khun" in the following:

H	M_i	
<u>phùcha:y</u>	?ùen	(a fat <u>man</u>)
<u>khun</u>	?ùen	
H	M_i	D
<u>phùcha:y</u>	?ùen	khon nî:
		(this fat <u>man</u>)
<u>khun</u>	?ùen	khon nî:

While it is possible to find a noun in the above examples it is not possible to find a pronoun.

Auxiliaries

The number of the three pairs of testing sentence frames as used for setting up nouns and verbs (see pp. 161-3) can be multiplied by substituting other words for "lê:w" in frames 1.a, 2.a and 3.a, and for "kamlaŋ" in frames 1.b, 2.b and 3.b below, viz.,

- | | | | |
|------|---|----------|--------------|
| 1.a. | n | v_i | lê:w |
| 2.a. | n | v_t | n lê:w |
| 3.a. | n | v_{tt} | n n lê:w |
| | | | |
| 1.b. | n | kamlaŋ | v_i |
| 2.b. | n | kamlaŋ | v_t n |
| 3.b. | n | kamlaŋ | v_{tt} n n |

Words which can replace "lê:w" in the first three frames above will, together with the word "lê:w" be termed "post-verbal auxiliary words", whereas those which can replace "kamlaŋ" in the last three frames will, together with the word "kamlaŋ", be termed "pre-verbal auxiliary words". We may have, for examples,

- | | | | |
|------|---|----------|--------------|
| 1.a. | n | v_i | yŭ: |
| | n | v_i | yŭ: lê:w |
| | | | |
| 2.a. | n | v_t | n yŭ: |
| | n | v_t | n yŭ: lê:w |
| | | | |
| 3.a. | n | v_{tt} | n n yŭ: |
| | n | v_{tt} | n n yŭ: lê:w |

The words "yŭ:" and the sequence "yŭ: lê:w" above together with the word "lê:w" are referred to as "post-verbal auxiliaries".

The following are some of the words which can replace the word "kamlaŋ":

1.b. n phŕŋ v_i
 n ca v_i
 n khŕ:y v_i

2.b. n phŕŋ v_t n
 n ca v_t n
 n khŕ:y v_t n

3.b. n phŕŋ v_{tt} n n
 n ca v_{tt} n n
 n khŕ:y v_{tt} n n

The words "phŕŋ, ca and khŕ:y" above and so on (q.v.) together with the word "kamlaŋ" are referred to as "pre-verbal auxiliaries".

The post-verbal auxiliaries (aux₂) comprise only two words, namely "yŭ:" and "lê:w". These words may be associated together in the sequence "yŭ: lê:w". The following are examples of sentences containing post-verbal auxiliaries which are underlined:

immediately in the sections given below. In the following examples, the pre-verbal auxiliaries are underlined.

n aux₁ v₁

- nalika: kamlan ti: (The clock's striking.)
 nalika: phần ti: (The clock's just struck.)
 nâw kũep khă:t (My finger was nearly cut off.)
 phà: yan pĕk (The washing's still wet.)
 nalika: kamlan ca ti: (The clock's about to strike.)
 fón khon ca tők (It will probably rain.)

n aux₁ v_t n

- phò: kamlan faŋ khă:w (Father's listening to the news.)
 mè: khv:y chò:p kawlat (Mother used to like chestnuts.)
 dĕk yă:k kin nâm-khén (The children would like to
 have some ice.)
 nît mâkca phă:n tù:-praysani: (Nit's bound to pass the
 postbox.)
 dĕk khon yă:k kin ʔaytim (The boy would probably like to
 have some icecream.)
 phùen kamlan yă:k ca klăp bà:n
 (My friend would like to go home now.)

n	aux ₁	v _{tt}	n	n	
phùen	<u>khv:y</u>	só:n	nânsú:	fârǎŋ	(A friend <u>use to</u> give lessons to the Westerners.)
khru:	<u>ca</u>	hày	raŋwan	sumè:t	(The teacher' <u>ll</u> give Sumet a prize.)
sawáy	<u>ʔă:t</u>	<u>ca</u>	<u>tòn</u>	cě:k	khó:ŋ
				děk	(Sawai <u>may have to</u> give the boys some presents.)

Such pre-verbal auxiliaries may be further subdivided into those which may precede and those which may follow the word "mày" (not) which will be termed the "negator".* The former will be referred to as "pre-negator auxiliaries" (aux_{1n}), whereas the latter will be referred to as "post-negator auxiliaries" (aux_{n1}). Two patterns of negation in spoken Thai may accordingly be set up as follows:

1. aux_{1n} mày v_i
2. mày aux_{n1} v_i

e.g.

phà:	<u>yaŋ</u>	mày	hè:ŋ	(The washing's not dry <u>yet</u> .)
phà:	mày	<u>khòy</u>	hè:ŋ	(The washing's <u>hardly</u> dry.)
fón	<u>khon</u>	mày	tők	(It <u>may</u> not rain.)
fón	mày	<u>dày</u>	tők	(It <u>hasn't</u> rained.)

* See pp. 231-2.

ya:y phỳn mày saba:y (Grandmother's just fallen ill.)
 ya:y mày khòy saba:y (Grandmother's not quite well.)

The lists of the two subclasses of pre-verbal auxiliaries thus classified are given below.

A. The pre-negator auxiliaries (aux_{1n}) comprise twelve words, viz.,

1. kamlan : e.g.

nâ:m kamlan đũet (The water's boiling.)
 thanón kamlan lù:n (The roads are slippery.)
 mè: kamlan sũ: khó:ŋ (Mother's buying some things.)
 khru: kamlan só:n nân sũ: dẽk (The teacher's giving the pupils a lesson.)
 khon kamlan mày saba:y (A man's s not well.)

2. kỷ:t : e.g.

wan nĩ: phũen kỷ:t ma-há: (To-day a friend happened to come.)
 rô:t kỷ:t ta:y-siê ʔĩ:k (The car happens to break down as well.)

mũe wa:n rô:t-fay kỷ:t siê wela:
 (Yesterday the train happened to be delayed.)

nân sũ: lèm nân kỷ:t mày mi: khá:y
 (That book happens not to be on sale.)

mè:-khrue kỷ:t mày saba:y tɔ:n nĩ:
 (The cook happens not to be well at present.)

3. kũəp : e.g.

- mùə kɪ: rɔt kũəp chon đẽk (The car nearly hit a boy just now.)
- klùəy kũəp sũk lɛ:w (The bananas are almost ripe.)
- phà: kũəp hɛ:ŋ lɛ:w (The washing's nearly dry.)
- sùə kũəp mày nè (The shirt was nearly burnt, you know.)
- khà:w kũəp mày phɔ: (The rice was almost not enough.)

4. khon : e.g.

- yen nɪ: fɔn khon tɔk (It'll probably rain this evening.)
- thanón khon pɿɛk (The streets will probably be wet.)
- đẽk khon klăp bà:n lɛ:w pǎ:n nɪ:
(The children have probably gone back home by this time.)
- phùən-khun khon mày ma:
(Your friend probably won't turn up.)
- nânsú: lɛm nɪ: khon mày phɛ:ŋ
(This book probably won't be dear.)

5. ca : e.g.

- khun ca pay dùəy mây (Are you coming with us?)
- phóm ca pay-há: mɔ: phrùŋ nɪ: (I'll go to see the doctor to-morrow.)

phùen ca chuen-pay khà:ŋ nò:k

(My friend came to persuade me to go out.)

kăy tuə diəw ca pho: mây

(Will a chicken be enough?)

mùe châ:w nî: dĕk ca mày pay ka chân

(This morning the child didn't want to come with me.)

6. cuen : e.g.

nâ:m cuen dŭet lê:w (The water's nearly come to the boil.)

cuen thúŋ bà:n lê:w rý (Are we nearly home?)

rôt-fay cuen ʔǒ:k lê:w la (The train's about to leave now.)

kăpkhà:w cuen sĕt lê:w (The food's nearly ready.)

cuen thúŋ wela: lê:w (It's almost time.)

7. châk : e.g.

khon châk yê? lê:w (There are a lot of people now.)

nâ:m châk khùn lê:w (The water's rising now.)

ʔakă:t châk yen loŋ thúk wan (The weather's getting colder every day.)

nôe châk phə:ŋ lê:w (The beef's getting dearer now.)

dĕk khon nî: châk khi:kĭet lê:w

(This boy's getting lazy now.)

8. phẻn : e.g.

khố:ŋ phẻn ma-thuế mùə chă:w

(The parcel had just arrived this morning.)

kulă:p phẻn rẻ:m ʔố:k đố:k

(The rosetrees have just started blooming.)

ròm phẻn khă:t (The umbrella's just torn.)

fón phẻn há:y (It's just stopped raining.)

nalika: phẻn mạy đư:n (The clock's just stopped going.)

9. yan : e.g.

rôt nỉ: yan mạy (This car's still new.)

khố:ŋ yan yủ: thì sathá:ni: (The luggage is still at the station.)

kẻ:w phùək nỉ: yan pùen yủ: (These glasses are still dirty.)

mẻ: yan mạy klăp (Mother's not back yet.)

khanóm yan mạy wá:n lư:y (The pudding's not sweet yet.)

10. ʔắ:t : e.g.

chân ʔắ:t khàw-cay phứt (I may misunderstand it.)

phóm ʔắ:t pay-yiəm phùen bắ:y nỉ:

(I might go to see a friend this afternnon.)

pi: nỉ: phasí: ʔắ:t khùn ʔỷ:k

(This year the tax may rise again.)

khăy ʔă:t mạy pho: (The eggs may not be enough.)

nalika: ʔă:t mạy plūk (The clock may not ring.)

11. mākca : e.g.

tɔ:n nī: rôt mākca nèn

(Buses are likely to be packed at this time.)

ʔakă:t thì nì: mākca chû:n

(The climate here tends to be damp.)

tɔ:n klaŋkhu:n nâ:m mākca khùn

(At night the tide is likely to be in.)

khó:ŋ thũ:k mākca mạy thon

(Cheap things are not likely to last.)

nalika: ruən nī: mākca mạy tron

(This watch tends not to be right.)

12. hénca : e.g.

tô? tue nī: hénca lēk-pay

(This table's a bit too small, it seems to me.)

khà:w nì: hénca pho:

(It seems to me this amount of rice is enough.)

thì nì: hénca mi: khě:k yê?

(There're a lot of visitors coming here, I should think.)

sòm hénca mǎy prǐəw

(The oranges are not sour, it seems to me.)

ǎ:ǎt hénca mǎy rô:n rǒk

(The sunshine's not very hot, I should think.)

It has been observed that there are thirteen combinations of two and four combinations of three, possible for the twelve pre-negator auxiliaries cited above. They may be listed as follows: *

a) Combinations of two pre-negator auxiliaries

1. kamlaŋ ca
2. kǎ:t ca
3. kǔəp ca
4. khoŋ ca
5. khoŋ kamlaŋ
6. khoŋ phǎŋ
7. khoŋ yaŋ
8. khoŋ cuən
9. cuən ca
10. châk ca
11. phǎŋ ca
12. yaŋ ca
13. ʔǎ:t ca

b) Combinations of three pre-negator auxiliaries

1. khoŋ ca kamlaŋ
2. khoŋ ca phǎŋ
3. khoŋ ca yaŋ
4. khoŋ ca cuən

* For illustrations of these see pp. 126-7.

B. The post-negator auxiliaries (aux_{nl}) comprise seven words, viz.,

1. khòy : e.g.

wan nĩ: đẽk khòy saba:y khùm

(To-day the baby's getting a bit better.)

phăk tɔ:n nĩ: khòy di: nốy

(The vegetables are a little better at this time.)

nâ:m mày khòy rô:n

(The water's not very hot.)

mũ: nĩ: mày khòy hén nĩt lɜ:y

(We hardly see Nit these days.)

fay mày khòy sawă:ŋ

(The light's not quite bright.)

2. khɜ:y : e.g.

mũe kɔ̃:n chân khɜ:y chò:p du: năn

(Formerly I used to like seeing films.)

khun khɜ:y khàw-pay nay thàm mây

(Have you ever been in the cave?)

thɜ: khɜ:y lɔ:ŋ sũ:p burĩ: mây

(Have you ever tried smoking cigarettes?)

himâ? mạy khv:y tők thì muen-thay

(Snow never falls in Thailand.)

mamuen-raw mạy khv:y pen lù:k

(Our mangotrees have never formed.)

3. khuen : e.g.

khun khuen pay-há: mố: sîe wan nî:

(You ought to go to see the doctor to-day.)

nũe khuen kếp nay tù:-yen

(The meat ought to be kept in the fridge.)

phónlamâ:y khuen cắt dà:y lê:w

(The fruits ought to be arranged now.)

chân mạy khuen ʔố:k cắ:k bà:n lɿ:y

(I ought not to have gone out of the house at all.)

đểkhon nân mạy khuen số:p tők

(That boy ought not to fail in his examination.)

4. tòn : e.g.

phrùn nî: chân tòn tũ:n tể: châ:w (I have to get up
early to-morrow.)

pi: nî: tòn khayán nỷ (You must work hard this year.)

phắk nì: tòn lâ:η ʔỷ:k (This salad must be washed a
bit more.)

khà:w màỵ tòn hún mà:k (You needn't cook much rice.)
 pratu: ba:n nĩ: màỵ tòn _{sòm} (This door needs no repairing.)

5. đày : e.g.

thv: đày phâk màỵ mây mừe wa:n (Did you manage to have a
 rest yesterday?)
 nâṅsú: lèm nân đày ʔă:n lê:w la (I've managed to read
 that book.)
 khó:ṅ đày plĩen mây (Did they let you change the
 things?)
 nalika: màỵ đày plũk (The clock didn't ring.)
 đẽk màỵ đày tũ:n (The baby wasn't awake.)

6. nà: : e.g.

kulă:p nà: sú: lúekv:n (The roses are very tempting to
 buy.)
 ke:ṅ nĩ: nà: kin caṅ (This curry should be very nice
 to eat.)
 la:y-mu:-thv: nà: ʔă:n ʔók (Your handwriting is very nice
 to read)
 fón màỵ nà: tők (It didn't look like rain.)
 đẽk khon nĩ: màỵ nà: khốp lɿ:y (This boy doesn't look nice
 to know.)

7. yă:k : e.g.

yă:k klăp bà:n caṅ (I'd like to go back home very
 much.)
 khun yă:k faṅ phle:ṅ mây (Would you like to listen to
 some songs?)

phrùŋ nĩ: yă:k chuən phũen ma thĩ nĩ:

(We would like to invite some friends to come here.)

phũen mảy yă:k ma-kuen raw

(Our friends wouldn't like to come to bother us.)

mê: mảy yă:k phũ:t kăp khâw

(Mother wouldn't like to talk to him.)

There seem to be only five possible combinations for the seven post-negator auxiliaries described above. They may be listed as follows:*

1. khòy nà:
2. khòy dầy
3. khx:y yă:k
4. khx:y dầy
5. tòn dầy

The pre-negator and the post-negator auxiliaries may be associated together in a combination of two or three as the case may be, giving us altogether thirty-one possible combinations - fourteen of two and seventeen of three, viz.,

a) Combinations of two auxiliaries which are of two kinds, namely a combination of a pre-negator followed by a post-negator auxiliary and a combination of a post-negator followed by a pre-negator auxiliary. There are eleven possible combinations for the former and only three for the latter.

* See footnote p. 182.

They are listed consecutively as follows:*

1. kamlaŋ yǎ:k
2. kǎ:t yǎ:k
3. kǎep tòn
4. khoŋ khɤ:y
5. khoŋ tòn
6. khoŋ yǎ:k
7. ca dǎy
8. ca tòn
9. yaŋ yǎ:k
10. mǎkca tòn
11. hénca tòn
12. khuən ca
13. nǎ: ca
14. yǎ:k ca

b) Combinations of three auxiliaries which are of three kinds, namely,

i) a combination of two pre-negator auxiliaries followed by a post-negator auxiliary. There are twelve possibilities for this:*

* See footnote p. 182.

1. kamləŋ ca tòn
2. kǎ:t ca tòn
3. kǎ:t ca yǎ:k
4. kǎəp ca tòn
5. khon ca khɤ:y
6. khon ca tòn
7. khon ca yǎ:k
8. cuən ca tòn
9. yaŋ ca tòn
10. ʔǎ:t ca khɤ:y
11. ʔǎ:t ca tòn
12. ʔǎ:t ca yǎ:k

ii) a combination of two pre-negator auxiliaries with a post-negator in between. There are only three possibilities for this:

1. kamləŋ yǎ:k ca
2. khon yǎ:k ca
3. yaŋ yǎ:k ca

iii) a combination of two post-negator auxiliaries with a pre-negator auxiliary in between. There are only two possibilities for this:

1. khuen ca tòn
2. nà: ca tòn

Classifiers

A class of classifiers may be set up by using the following 6-place testing sentence frame,

n - v_{1a} nì: v_i aux₂

Any word, other than a noun as already defined, which may fill the blank space of this frame is by definition a "classifier" (c), e.g.

nalika: ruen yăy nì: tì: lê:w

(This very big clock's already struck.)

mì:t lèm lêk nì: ~~thù~~: lê:w

(This very small knife is blunt now.)

bà:n lân kăw nì: sòm lê:w

(This very old house has already been repaired.)

nânşú: lèm ba:n nì: khă:t yǔ: lê:w

(This very thin book was already torn.)

thanón sá:y ya:w nì: di: yǔ: lê:w

(This very long road is all right as it is.)

tenmo: lù:k to: nì: wá:n yǔ: lê:w

(This very big melon is already sweet.)

All the words underlined are classifiers, as defined above.

Numerals

The numeral is distinguished from other classes of word by the fact that it occurs either immediately before or after a classifier. Two classes may be set up according to whether it occurs before or after the classifier.

To establish the numerals*two testing sentence frames are called for. The first will be used to set up a class of cardinal numeral (nu_c) whereas the second will be used to set up a class of ordinal numeral (nu_o), viz.,

1. n aux₁ v_t n - c

2. n aux₁ v_t n c -

Both frames are appropriate to 6-place sentences.

a) Cardinal Numerals (nu_c)

Any word which may fill the blank space of frame 1 above is labelled a "cardinal numeral" (nu_c), e.g.

phùen ca pǎ:t rân só:ŋ rân

(A friend's going to open two shops.)

mè: yă:k dà:y khó:ŋ sá:m yă:ŋ

(Mother would like to get three things.)

nít tòn tha:n ya: sǐ: mêt

(Nit must take four tablets.)

In addition to the whole series of number such as

* For use of hyphen with numerals see p. 9.

só:ŋ (two), sá:m (three), sǐ: (four) in the examples cited above and so on;¹ this class includes also the following four words:

ba:ŋ (some) thŭk (every)
lá:y (many) kǐ: (how many)

all of which may fill the blank space of frame 1 above, e.g.

khru: tŏŋ kè: kham ba:ŋ kham

(The teacher had to correct some words.)

phŭen ca pǎ:t làw thŭk khŭet

(My friends were going to open every bottle of spirits.)

prasŭt khoŋ mi: bà:n lá:y lán

(Prasit's probably got many houses.)

thana:y ca tŏŋka:n phaya:n kǐ: khon

(How many witnesses does the solicitor want?)

b) Ordinal Numerals (nu_o)

Any word which may fill the blank space of frame 2, i.e. n aux₁ v_t n c -

which is not an intransitive adjectival verb or a high-tone determinative as already defined² is by definition an "ordinal numeral" (nu_o), e.g.

na:yôk ca nàŋ rôŧ khan thìsố:ŋ

(The Prime Minister will sit in the second car.)

1 For examples of higher cardinal numerals, see pp. 93 ff.

2 See pp. 168, 197 respectively.

danay khon phâk bà:n lán thisá:m

(Danai's probably staying at the third house.)

nô:ŋ kamlaŋ khien cōtmá:y chabăp thisĩ:

(My younger brother's writing the fourth letter.)

Apart from the whole series of words such as thisó:ŋ (second), thisá:m (third), thisĩ: (fourth) in the above examples and so on*, this class includes also the following six words:

nun	(a, an)	diēw	(only one)
rê:k	(first)	sŭtthâ:y	(last)
nà:	(front, next)	lân	(last, next)

all of which may fill the blank space of the frame above, e.g.

phò: ca plŭ:k bà:n lán nun

(Father's going to build a house.)

nŭt yă:k mĩ: lù:k khon diēw

(Nit would like to have only one child.)

děk khx:y chò:p tŭkkata: tuē rê:k

(The girl used to like the first doll.)

nô:y kamlaŋ lâ:ŋ ca:n bay sŭtthâ:y

(Noi's washing the last plate.)

* For examples of higher ordinal numerals, see pp. 93 ff.

děk kamləŋ khùn rôt khan nà:

(The children are getting into the front carriage.)

nâkriən khuen ?ă:n nâŋsú: chabăp nà:

(The students should read the next issue of the paper.)

nâ: kamləŋ tăt phà: chîn lăn

(Auntie's cutting the last piece of material.)

phuen ca kho:y rôt khan lăn

(My friends are going to wait for the next bus.)

To set up two further classes of word which are always associated with either of the two classes of numeral above the following two testing sentence frames are provided:-

1. n aux₁ v_t n - nu_c c

2. n aux₁ v_t n nu_c c -

Both frames are appropriate to 6-place sentences.

a) Pre-numerals (pre-nu)

Any word which may fill the blank space of frame 1 above is labelled a 'pre-numeral' (pre-nu), e.g.

mê: ca sũ: tù: ?ĩ:k só:ŋ bay

(Mother's going to buy two more cupboards.)

khru: ca tham-thò:t dẽk thân hà: khon

(The teacher's going to punish all the five boys.)

mó: kamlaŋ râksá: khon tàŋ lá:y khon

(The doctor's looking after so many people.)

phùen yă:k dà:y kulă:p sâk sá:m tòn

(A friend would like to have about three rosetrees.)

súntho:n khonj mi: kăy kũep rô:y tue

(Sunthorn's probably got nearly a hundred chickens.)

phò: ca chv:n phùen ra:w sǐp khon

(Father's going to invite some friends, about ten in
number.)

nít yă:k thăk sùe ?ĩ:ksâk só:ŋ tue

(Nit would like to knit another two pull-overs.)

thana:y yă:k dà:y phaya:n ?ĩ:ktàŋ sá:m khon

(The solicitor would like to have another three witnesses
still.)

càw-sá:w tònj chây phà: tàŋkũep sá:m-sǐp lá:

(The bride has to use nearly thirty yards of material.)

děk tònj ?ă:n nâŋsú: rawra:w sǐp-hà: nà:

(The boy has to read about fifteen pages.)

This class seems to comprise only the ten underlined words given in the above examples.

b) Post-numerals (post-nu)

Any word which may fill the blank space of frame 2,
i.e.

n aux₁ v_t n nu_c c -

which is not an adverb or a post-verbal auxiliary* as already defined is by definition a "post-numeral" (post-nu), e.g.

chà:ŋ ca ʔaw phà: sá:m lá: thàwnân

(The dress-maker wants just three yards of material.)

phò: khv:y sǎy nâm-ta:n só:ŋ chô:n kwǎ:

(Father used to take over two spoonfuls of sugar.)

thawín kamlaŋ lè:k ɲv:n só:ŋ-rô:y pɔ:n sě:t

(Thawin's exchanging the money for a little over two hundred pounds.)

lêk ca chây nâm-sòm só:ŋ khǔet kwǎkwǎ:

(Lek's going to use a little over two bottles of vinegar.)

This class seems to comprise only the four underlined words given in the above examples.

* See pp. 210-1 and 173-4 respectively.

Determinatives

A class of determinatives may be set up by using the following 6-place testing sentence frame,

n nu_c c - v_i aux₂

Any word, other than an intransitive adjectival verb* as already defined, which may fill the blank space of this frame is by definition a "determinative", e.g.

sùe só:ŋ tue (nî:) sâk lê:w
(nî:)

(These two blouses have already been washed.)

kê:w sá:m bay (nân) râ:w lê:w
(nân)

(Those three glasses are cracked now.)

ca:n sǐp bay (nô:n) sa'ǎ:t yǔ: lê:w
(nô:n)

(Those ten plates over there are clean.)

In the examples above either of the two bracketed forms may occur. All the words underlined are classified as determinatives.

Determinatives may be subclassified into those found after a classifier which is immediately preceded by a noun and those found immediately after a noun. The former will be referred to as "high-tone determinatives" (\bar{d}_h) whereas the latter will be referred to as "falling-tone determinatives" (\bar{d}_f), viz.,

* See p. 168.

a) High-tone determinatives (d_h)

This subclass of determinatives comprises four members, i.e. $n\acute{f}$: (this or these), $n\grave{a}n$ (that or those), $n\acute{o}:n$ (over there) and $n\acute{a}y$ (which) - each of which may occur in the blank space of the following 5-place testing sentence frame,

$n \quad c \quad - \quad v_1 \quad aux_2$

- e.g. $m\acute{i}:t \quad l\acute{e}m \quad \underline{n\acute{f}}: \quad l\acute{a}p \quad l\acute{e}:w$ (This khife has been sharpened.)
- $kl\acute{u}ey \quad w\acute{i}: \quad \underline{n\acute{f}}: \quad s\acute{u}k \quad l\acute{e}:w$ (This bunch of bananas is ripe now.)
- $b\acute{a}:n \quad ph\acute{u}ek \quad \underline{n\acute{f}}: \quad s\acute{e}t \quad l\acute{e}:w$ (These houses are finished now.)
- $k\acute{e}:w \quad bay \quad \underline{n\grave{a}n} \quad r\acute{a}:w \quad y\check{u}: \quad$ (That glass is cracked.)
- $pratu: \quad ba:n \quad \underline{n\grave{a}n} \quad s\acute{o}m \quad l\acute{e}:w$ (That door's been repaired.)
- $ph\acute{a}: \quad ph\acute{u}ek \quad \underline{n\grave{a}n} \quad s\acute{o}kka'pr\acute{o}k \quad y\check{u}: \quad l\acute{e}:w$ (Those cloths were dirty.)
- $r\acute{o}t \quad khan \quad \underline{n\acute{o}:n} \quad di: \quad y\check{u}: \quad l\acute{e}:w$ (The car over there is all right as it is.)
- $r\acute{o}m \quad khan \quad \underline{n\acute{o}:n} \quad kh\check{a}:t \quad l\acute{e}:w$ (The umbrella over there is torn now.)
- $khon \quad kl\check{u}m \quad \underline{n\acute{o}:n} \quad n\check{u}ey \quad l\acute{e}:w$ (The group of people over there are tired.)
- $r\acute{o}t \quad khan \quad \underline{n\acute{a}y} \quad c\check{o}:t \quad y\check{u}: \quad$ (Which car is parked?)
- $kap\acute{a}w \quad bay \quad \underline{n\acute{a}y} \quad tem \quad l\acute{e}:w$ (Which suitcase is full?)
- $kh\acute{o}:n \quad ph\acute{u}ek \quad \underline{n\acute{a}y} \quad ch\acute{a}n \quad l\acute{e}:w$ (Which articles have been weighed?)

All the words underlined are classified as high-tone determinatives.

b) Falling-tone determinatives (d_f)

This subclass of determinatives comprises only three members, i.e. $nì:$ (this or these), $nàn$ (that or those) and $nò:n$ (over there) - each of which may occur in the blank space of the following 4-place testing sentence frame,

$\cdot n - v_i \text{ aux}_2$

e.g. $\text{thanón } \underline{nì:} \text{ di: } lē:w$	(<u>This</u> road is good now.)
$\text{phà: } \underline{nì:} \text{ pǐək yǔ:}$	(<u>This</u> cloth is wet.)
$\text{khǎy } \underline{nì:} \text{ síə } lē:w$	(<u>These</u> eggs have gone bad.)
$\text{mà:n } \underline{nàn} \text{ kǎw yǔ: } lē:w$	(<u>That</u> curtain was worn out.)
$\text{kè:w } \underline{nàn} \text{ chây } lē:w$	(<u>That</u> glass has been used.)
$\text{dǒk-mâ:y } \underline{nàn} \text{ hǐəw } lē:w$	(<u>Those</u> flowers have faded.)
$\text{rôt } \underline{nò:n} \text{ sòm } lē:w$	(The car <u>over there</u> has been repaired.)
$\text{phǎk } \underline{nò:n} \text{ lâ:ŋ } lē:w$	(The vegetables <u>over there</u> have been washed.)
$\text{kradǎ:t } \underline{nò:n} \text{ yâp yǔ: } lē:w$	(The papers <u>over there</u> are already creased.)

All the words underlined are classified as falling-tone determinatives.

Fused Words

A fused word (fw) is one which functions simultaneously as noun and classifier; that is to say, it occurs immediately before a high-tone determinative (d_h) instead of occurring before the sequence of a classifier (c) and a high-tone determinative,¹ as a noun (n) does. Examples:

fw	d_h	
<u>bà:n</u> nî:		(this <u>house</u>)
<u>rù:p</u> nî:		(this <u>photograph</u>)
<u>râ:n</u> nân		(that <u>shop</u>)
<u>tiên</u> nân		(that <u>bed</u>)
<u>hòn</u> nô:n		(the <u>room</u> over there)
<u>pratu:</u> nô:n		(the <u>door</u> over there)
<u>lò:k</u> náy		(which <u>world</u>)
<u>muên</u> náy		(which <u>town</u>)
<u>ta:</u> nî:		(this <u>eye</u>)
<u>nîw</u> nân		(that <u>finger</u>)
<u>mu:</u> náy		(which <u>hand</u>)

Contrast the above with the far commoner constructions below:

n	c	d_h	
mũek	bay	nî:	(this hat)
nân	sú:	lêm nî:	(this book)

1 See p. 197.

nalika: ruən nân	(that clock)
kracők ba:n nân	(that mirror)
kàw [?] ì: tuə nō:n	(the chair over there)
rôt khan náy	(which car) etc.

By analogy, one would expect to find constructions such as

bà:n bà:n nî:
 rù:p rù:p nân
 râ:n râ:n náy
 pratu: pratu: nō:n

and so on, since the nouns and the classifiers in these cases are identical in form. See, for instance,

nay nânşú: lè̃m yăy mi: rù:p só:ŋ rù:p
 (In the big book there are two photographs.)

in which the first "rù:p" is a noun and the second "rù:p" is a classifier. (See this construction, namely n nu_c c on page 196.) Hence it appears to be the rule that where nouns and their classifiers are identical in form only one form appears in a context in which in other cases the noun is immediately followed by its classifier. This form is referred to as a "fused word".

Time-words

A time-word (tw) is distinguished from other word classes, and from the classifier¹ in particular, by the fact that it can directly precede a high-tone determinative (d_h)² and directly follow a cardinal numeral (nu_c) or a pre-numeral (pre-nu)³ but never follows a cardinal numeral which is preceded by a noun. That is to say, it occurs in the sequences tw d_h , nu_c tw and pre-nu tw but never in the sequence n nu_c tw. Examples:

tw d_h	
<u>khw:n</u> nî:	(to- <u>night</u>)
<u>wan</u> nî:	(to- <u>day</u>)
<u>wela:</u> nân	(at that <u>time</u>)
<u>samáy</u> nô:n	(in the olden <u>days</u>)
<u>duen</u> náy	(<u>which</u> month)
<u>pi:</u> náy	(<u>which</u> year)
<u>phrùn</u> nî:	(to- <u>morrow</u>)
<u>marw:n</u> nî:	(the <u>day after to-morrow</u>)
<u>to:n</u> nî:	(at this <u>time</u>)
<u>kǎ:n</u> nî:	(<u>formerly</u>)

The following are a list of further time-words which may occur in the above sequence:

1 See p. 189.

2 See p. 197.

3 See pp. 190-1 and 193-4 respectively.

châ:w	(morning)	pǎ:n ¹	
klaŋwan	(day time)	mǔ: ¹	
thiəŋ	(noon)	can	(<u>Monday</u>)
bǎ:y	(afternoon)	ʔaŋkha:n	(<u>Tuesday</u>)
yen	(late in the afternoon)	phūt	(<u>Wednesday</u>)
khəm	(nightfall)	phrâhăt	(<u>Thursday</u>)
khanǎʔ	(moment)	sũk	(<u>Friday</u>)
pătcuban	(present)	sáv	(<u>Saturday</u>)
rawǎ:ŋ	(mean time)	ʔathăt	(<u>Sunday</u> or week)
rayâʔ	(period)	môkkara:(khom)*	(January)
chùemo:ŋ	(hour)	kumpha:(phan)	(February)
na:thi:	(minute)	mi:na:(khom)	(March)
wiʔna:thi:	(second)	me:sá:(yon)	(April)
săttawăt	(century)	phrûtsapha:(khom)	(May)
thi:	(a time)	mĩthuna:(yon)	(June)
khra:w	(a time)	karâkkada:(khom)	(July)
khraŋ	(a time)	sĩŋhá:(khom)	(August)
hón	(a time)	kanya:(yon)	(September)
phâk	(a while)	tũla:(khom)	(October)
takĩ:	(just now)	phrûtcika:(yon)	(November)
pi:ʔkla:y	(last year)	thanwa:(khom)	(December)

1 These words are only found in the fixed expressions pǎ:n nĩ: (by this time) and mǔ: nĩ: (these days).

* The syllable in brackets in this and the following words is almost never pronounced in conversational style. It is commonly only found in writing.

Examples of time-words (tw) appearing directly after cardinal numerals (nu_c) or pre-numerals (pre-nu) are given below.

nu_c tw

số:η <u>mo:η</u>	(2 <u>p.m.</u>)
hốk <u>mo:η</u>	(6 <u>a.m.</u> or <u>p.m.</u>)
sĩp <u>mo:η</u>	(10 <u>a.m.</u>)
số:η <u>thùm</u>	(8 <u>p.m.</u>)
sĩ: <u>thùm</u>	(10 <u>p.m.</u>)
thũk <u>mũe</u>	(any <u>time</u>)
thũk <u>wan</u>	(every <u>day</u>)
ba:η <u>thi:</u>	(some <u>time</u>)
sĩ: <u>chùemo:η</u>	(four <u>hours</u>)
sĩp <u>na:thi:</u>	(ten <u>minutes</u>)

pre-nu tw

sâk <u>pradíew</u>	(for a <u>little while</u>)
ʔĩ:ksâk <u>pradíew</u>	(in a <u>moment</u>)
sâk <u>khrù:</u>	(for a <u>while</u>)
ʔĩ:ksâk <u>khrù:</u>	(in a <u>few minutes' time</u>)
sâk <u>phâk</u>	(for a <u>while</u>)
thân <u>wan</u>	(all <u>day</u>)
kũep <u>duen</u>	(nearly a <u>month</u>)
tân <u>pi:</u>	(for a <u>year</u>)

It is to be pointed out here that a fused word¹, or a classifier (in non-initiating sentences only) can replace a time-word in the sequence $tw\ d_h$ (see p.201) and that a classifier (again in non-initiating sentences only) can also replace a time-word in both the sequence $nu_c\ tw$ and the sequence $pre-nu\ tw$, but, while a classifier can be found in the sequence $n\ nu_c\ c$ in such examples as

mì:t sɔ:ŋ <u>lèm</u>	(two knives)
nâ:m sá:m <u>kè:w</u>	(three <u>glasses</u> of water)
rù:p sǐ: <u>rù:p</u>	(four photographs)

a time-word cannot. That is to say, it is not possible to find a phrase consisting of the sequence $n\ nu_c\ tw$.

There may be found, in addition, some time-words which are bound to a certain fixed expression or expressions. They may conveniently be described as follows:

a) Some time-words are bound to the expression which contains the time-word "mùe", e.g. mùe kî: (just now), mùe wa:n (yesterday), mùe wa:nsu:n (the day before yesterday), mùe răy (when).

b) Some other time-words are bound to the expression which contains the time-word "tɔ:n", e.g. tɔ:n klankhu:n (at night, by night), tɔ:n đũk (late at night).

1 See pp. 199-200.

c) There is another time-word which is bound to the expressions which contain the time-word *châ:w* (morning), *wan* (day), *húəkhàm* (early in the evening) and *kǒ:n* (former), viz.,

<u>tě:</u> <i>châ:w</i>	(<u>early</u> in the morning)
<u>tě:</u> <i>wan</i>	(<u>early</u> in the afternoon)
<u>tě:</u> <i>húəkhàm</i>	(<u>early</u> in the evening)
<u>tě:</u> <i>kǒ:n</i>	(former <u>ly</u>)

Mode-words

This small class of words may be arrived at by applying the testing sentence frame given below, which is appropriate to 6-place sentences, viz.,

n c d_n - v_i adv

Any word, other than a particle (q.v.),* which may fill the blank space of this frame is by definition a "mode-word", e.g.

děk khon nî: pőkkatĩ son lúekx:n

(This boy's usually quite restless.)

phùen khon nân thammada: kěŋ ʔǒk

(That friend's very clever, as a rule.)

nalika: ruen nô:n nà:'klue ta:y bǔy

(The clock over there's often stopped, I'm afraid.)

ron-thâ:w khù: nî: thiciŋ thon thidiəw

(This pair of shoes has lasted quite well, in fact.)

khó:ŋ phùək nî: sǔenmà:k di: thâŋnân

(These goods are all good, on the whole.)

khon phùək nî: do:ymà:k khénŋrɛ:ŋ ʔǒk

(Most of these people are very strong.)

* See pp. 220-1.

Apart from these six words, this class includes the word "do:ythùèthùèpay" (in general), which cannot fill the frame above since this frame contains a determinative (\bar{d}_h) and the word in question itself conveys an indeterminate meaning. This word is found in such sentences as

ʔakǎ:t do:ythùèthùèpay di: ʔǎk

(The weather in general is quite good.)

khon do:ythùèthùèpay mà y khò y rû: rùəŋ nî:

(People in general hardly know this matter.)

Compare these sentences with the following:

děk sǔən mǎ:k son ʔǎk

(Most children are quite restless.)

khon tham mǎ da: mà y khò y rû: rùəŋ nî:

(Ordinary people hardly know this matter.)

In this study the word "do:ythùèthùèpay" is classified as a mode-word by analogy with other mode-words such as "sǔən mǎ:k" and "tham mǎ da:" above.

Pre-verbs and Post-verbs

There are, in addition, two small classes of words whose members can be completely listed, to be called "pre-verbs" and "post-verbs" according to their position relative to the verbs so far described* with which they are associated. Such words are characterized by the fact that they are unstressed and by the fact that they never occur unless accompanied by a verb.

The pre-verbs comprise only two members, *pay* and *ma*, whereas the post-verbs comprise four, *pay*, *ma*, *wây* and *sîe*.

All the pre-verbs in the examples are followed by a hyphen. The post-verbs are preceded by a hyphen if they appear directly after the accompanying verbs but they are with no mark if interrupted by a noun phrase.

Examples of pre-verbs followed by a hyphen:

<u>pay</u> -há: phùen	(<u>go to</u> see some friends)
<u>pay</u> -râp yà:t	(<u>go to</u> meet some relatives)
tòn <u>pay</u> -sỏn phò:	(must <u>go to</u> see Father off)
<u>pay</u> -sủ: khó:η thì tală:t	(<u>go to</u> do some shopping in the market)
yă:k <u>ma</u> -há: thv:	(would like to <u>come to</u> see you)
<u>ma</u> -râp nỏ:η	(<u>come to</u> meet my younger sister)
<u>ma</u> -yìem nít	(<u>come to</u> visit Nit)
<u>ma</u> -chùey tham kăpkhà:w	(<u>come to</u> help do some cooking)

* See pp. 161-8.

Examples of post-verbs which are preceded by a hyphen in a verb phrase:

ʔǎ:k- <u>pay</u> nò:k bà:n	(<u>go</u> out of the house)
tòŋ đv:n- <u>pay</u> khùn rô:t	(have to walk <u>to</u> get a bus)
khùn- <u>ma</u>	(has <u>come</u> up here)
klăp- <u>ma</u> lê:w	(has <u>come</u> back)
kěj-wây nay tù:	(is put <u>away</u> in the cupboard)
khuen ca cam- <u>wây</u> hây di:	(should remember it well) ¹
phù:t- <u>sê</u>	(speak it <u>out</u>)
lăp- <u>sê</u>	(go to sleep <u>now</u>)

Examples of post-verbs which are not preceded by a hyphen:

ʔaw khố:ŋ <u>pay</u> dùey	(take the things <u>away</u> as well)
sû: khăy <u>ma</u> lê:w	(<u>has</u> bought some eggs)
kamlar ca kěj phà: <u>wây</u>	(am going to put the cloths <u>away</u>)
tha:n ya: <u>sê</u>	(take the medicine <u>now</u>)

1 It is not possible to underline any particular word in the English translation since the post-verb conveys the meaning of "retention" in this case.

Adverbs

A class of adverbs may be set up by using two testing sentence frames, one of which is appropriate to 3-place sentences and the other to 4-place sentences, viz.,

n v_i -

n aux₁ v_i -

Any word which may fill either of the blank spaces above, which is not a verb, a post-verbal auxiliary or a post-verb as already defined* or a particle (q.v.), is by definition an "adverb", e.g.

n v _i -	
khà:w súey <u>caŋ</u>	(The rice is <u>very</u> dry.)
khó:ŋ khùn <u>rùey</u>	(Things are going up <u>all the time</u> .)
nalika: ta:y <u>bǒy</u>	(The clock's <u>often</u> stopped.)
nít khayán <u>samý:</u>	(Nit's <u>always</u> working hard.)
fay dǎp <u>?e:ŋ</u>	(The light went out by <u>itself</u> .)
lom rɛ:ŋ <u>?ǒk</u>	(The wind's <u>so</u> strong.)
kułǎ:p hó:m <u>luékɣ:n</u>	(The roses smell <u>extremely</u> sweet.)
děk lǎp <u>?ǐ:k</u>	(The child's gone to sleep <u>again</u> .)
khru: pǔey <u>mân</u>	(The teacher's ill, <u>possibly</u> .)

* See pp. 161-3, 173-4, 208-9 and 220-1 respectively.

n aux ₁ v _i -	
mè: khon̄ tũ:n <u>kǎ:n</u>	(Mother will probably <u>get up first.</u>)
phùen ca pay <u>dùey</u>	(A friend's coming <u>as well.</u>)
nô:ŋ kamlan̄ híw <u>thidiəw</u>	(Our younger sister's <u>jolly hungry.</u>)
khě:k kamlan̄ khuy <u>kan</u>	(The guests are talking to <u>one another.</u>)
nâ:m tòn̄ rô:n <u>nǎy</u>	(The water must be <u>pretty hot.</u>)
nûe khon̄ níew <u>múenkan</u>	(The beef is probably tough <u>as well.</u>)
phò: ca klăp <u>màn</u>	(Father's coming back <u>too.</u>)
ten̄kwa: ca hăñ <u>yan̄ay</u>	(<u>How</u> are the cucumbers to be cut?)
yongyút ca ma: <u>tham̄may</u>	(<u>What</u> is Yongyut coming here <u>for</u> ?)
klwə ca 'aw <u>thàwřăy</u>	(<u>How much</u> salt do you want?)

Prepositions

A class of prepositions may be arrived at by applying two testing sentence frames, each of which is appropriate to 5-place sentences, viz.,

$$n \quad v_i \quad aux_2 \quad - \quad n^*$$

$$n \quad aux_1 \quad v_i \quad - \quad n$$

Any word which may fill either of the blank spaces above is labelled a "preposition", e.g.

$$n \quad v_i \quad aux_2 \quad - \quad n$$

yà: khùn lê:w nà: bà:n

(The grass is growing in front of the house.)

nâ:m mốt lê:w nay ka:

(There's no more water left in the kettle.)

himâ? tők lê:w thì sakôtłɛ:n

(It's snowed already in Scotland.)

phà: tă:k yǔ: lân bà:n

(The washing's hanging at the back of the house.)

děk lèn yǔ: ka phuen

(The child's playing with a friend.)

nâṅsú: wa:ŋ yǔ: bon tô?

(The book is on the table.)

* The words "nĩ:", "nân" and "nô:n" which may replace the noun (n) in this frame are, for convenience, regarded as pronouns,

e.g. nâ:m mốt lê:w nay nĩ: (There's no water left in here.)
 děk lèn yǔ: tron nô:n (The child's playing over there.)

n aux₁ v_i - n
 ruə kamlaŋ lèn tà:y sapha:n

(The boat's passing under the bridge.)

lom khoŋ rɛ:ŋ kla:ŋ thale:

(The wind's probably strong at sea.)

lit. wind, probably, strong, in the middle, sea.

děk phřŋ khùn că:k nâ:m

(The children have just come up from the sea.)

Other common examples of this class are listed
 below:

kăp	(with)	tron	(at)
khà:ŋ	(by or by the side of)	tha:ŋ	(by or via)
kwă:	(than)	thếw	(around or round)
ta:m	(along)	nò:k	(out or outside)
tàŋtě:	(from)	núə	(above)
tě:	(only)	talǎ:t	(through)

Linkers

Linkers are of four kinds, to be called "nominal linkers", "verbal linkers", "relative linkers" and "sentence linkers", viz.,

a) Nominal Linkers

This class comprises only four members, i.e. "ka" (and), "kăp" (and), "rû" (or) and "khóŋ" (of). The characteristics of the class are that its members always occur between two nouns and that they are unstressed, e.g.

chô:n ka sôm khăt lê:w

(The spoons and forks have already been polished.)

chân ca pay-sû: nom ka nâm-ta:n

(I'm going to buy some milk and sugar.)

sùe kăp kanke:ŋ phùøk nî: yaŋ mǎy

(These shirts and shorts are still new.)

kếp samăt kăp nâŋsú: sîe kǎ:n

(Put the notebooks and the books away first.)

ca tha:n mú: rû nûe

(Are you going to have some pork or beef?)

păkka: khóŋ nît há:y-pay náy

(Where has Nit's pen gone to?)

b) Verbal Linker

There is only one word in this class whose characteristics are that it always occurs between two verbs and that it is unstressed, e.g.

cốtmá:y chabăp nî: tồŋ ʔă:n hày di:

(This letter should be read carefully.)

phà: nî: tồŋ chè: hày na:n nốỹ

(This washing has to be soaked for a long time.)

rồŋ-thâ:w phóm ca khắť hày man

(I'll polish the shoes till they shine.)

lit. shoes, I, shall, polish, the linker, shine.

mừe màỹ tồŋ thò:t hày sủk nâk

(Don't fry the beef till it's too well done.)

khru: sắŋ hày ʔă:n nắŋsú: thũk wan

(The teacher tells us to read books every day.)

lit. teacher, tell, the linker, read, book, every, day.

mố: khv:y nêʔnam hày lôt ʔahá:n

(The doctor used to advise me to go on a diet.)

lit. doctor, used to, advise, the linker, reduce, food.

c) Relative Linkers

This class is characterized by the fact that it is unstressed, and comprises only two members, i.e. "thì" and "sùŋ". As has already been **noted**¹, the former is far more commonly used in spoken Thai than the latter, which, when it occurs, is always replaceable by the former.

To set up this class of words the following testing sentence frame which is appropriate to 8-place sentences is called for,

n v_{ia} - aux₁ v_t n v_i adv

whose blank space may be filled by either of them, e.g.

bà:n yǎy thì kamlaŋ mi: ɲa:n súəy caŋ

(The big house in which there is a party is very
beautiful.)

kracők lêk thì phŋŋ sǎy krǎ:p phɛ:ŋ ʔǎk

(The small mirror which has just been framed is very
dear.)

tôʔ klom thì ca wa:ŋ cɛ:kan tiə lúekv:n

(The round table on which the vase is going to be placed
is extremely low.)

lùəy ya:w thì ca lùəy mâ:y khom thidiəw

(The long saw which is to be used to saw the log is
jolly sharp.)

1 See p. 16.

rùəŋ yǎy sùŋ kamləŋ pen khǎ:w plě:k thidiəw

(The big affair which is in the news is rather peculiar.)

d) Sentence Linkers

The characteristic of this class is that its members may be used to link two sentences of either initiating or non-initiating type into one compound sentence¹. They may or may not be stressed. A sentence preceded by a linker is referred to as a linked sentence². All linkers in the examples below are underlined.

Examples of linkers which link two initiating sentences

thà: híw tha:n ʔaray kǎ:n sì

(If you're hungry, do have something first!)

chùəy pít fay nay khruə nǒy lêw yǐp' mǐ:t ma dùəy

(Please turn off the light in the kitchen and bring
me a knife.)

nô:ŋ yǎ:k du: nán tě: phǐ: ca du: lakho:n

(My younger sister would like to see a film but my
older sister would like to see a play.)

chân pít nà:tǎ:ŋ lê:w phũə fón tǒk

(I've already shut the windows in case it rains.)

phóm thúŋ bà:n lê:w tə:n fâ: rô:ŋ

(I was home when it thundered.)

1 See pp. 19 ff.

2 See pp. 22-3.

Examples of linkers which link two non-initiating sentences

thv: ca khâ:ŋ rû ca klăp

(Are you staying overnight or going back?)

rû: mây wà khâw ca klăp lê:w

(Did you know that he's going back?)

mó: ca pŷ:t rân: ðuëy thà: mi: tan

(The doctor will also open a clinic if he has the money.)

thv: sĩeŋ nâ thi kho:y phuen nà

(You are running a risk in that you wait here for a
friend.)

khru: tòn số:n nân:sú: ðuëy lě? tòn trűet khò-số:p ðuëy

(The teacher has to teach and correct the papers as well.)

khâw ca yŷ: nì: krathàn roŋ-rìen pŷ:t

(He'll be here until the school opens.)

Examples of linkers which link an initiating and a non-initiating sentence

rawaŋ nâ điêu ca lôm

(Be careful or you may fall.)

rôt ?ố:k lê:w mùe phóm thŷŋ sathá:ni:

(The train had already left when I arrived at the
station.)

děk ca:m bǔy yaŋka pen wăt

(The child often sneezes as though he's got a cold.)

raw ca tǝŋ liǝŋ lù:k ʔe:ŋ conkwǎ: ca há: khon dà:y

(We have to look after the children ourselves until
we can find someone.)

năt tha:n ya: lê:w kǎ:n ma:

(Nit had already taken some medicine before she came.)

Examples of linkers which link a non-initiating and
an initiating sentence

ʔakǎ:t mǎkca yen wela: fón tǔk

(The weather tends to be cool when it rains.)

ʔaw-pay thvʔ phũe ná:w

(I should take it in case it's cold.)

pà: rû: lê:w wà mè: ca mà:y yǔ: nì:

(Auntie knew that Mother wouldn't be here.)

dichân kǎp-ma tàntǎ: fón yaŋ mà:y tǔk

(I brought it in even before it started to rain.)

lit. I, bring, come, since, rain, yet, not, fall.

Particles

The characteristics of this class are that its members are always found at the end of the sentence and that the phonetic exponents of certain prosodic characteristics of particles, such as quantity and tone, are not constant, i.e. the disposition of such features varies from sentence to sentence and utterance to utterance, being determined by the intonational requirements of the sentence as a whole.¹

Thus it may be said that particles are "intonation bearers".

The pitch features which they carry may or may not be identical with those that are the exponents of the five tones proper to other words.* Except where the intonation is relevant to the statement (see Chapter XII) the particles will, nevertheless for convenience, be marked with the same tone marks as used for other words but used in this case only as an approximation of the pitch carried by the particles. All the particles in the following examples are underlined.

1 See "The Prosodic Characteristics of Certain Particles in Spoken Thai", a thesis submitted for the M.A. Degree of the University of London, by Terd Chuenkongchoo, 1956, pp. 1-2 and 22, and also "Prosodies in Siamese: A Study in Synthesis", an article by Miss Eugénie J.A. Henderson, published in *Asia Major*, Vol. I, Part 2, 1949, pp. 204 ff.

* See footnote p. 8.

ka: rùə lê:w <u>la</u>	(The kettle leaks now.)
kăpkhà:w sết lê:w <u>nâ</u>	(The food's ready.)
krathỷp nộ́y <u>sì</u>	(Can you move a little bit?)
fón tồk <u>rỷ</u>	(Is it raining?)
lủk khủn <u>thỷ?</u>	(Won't you get up?)
cểp <u>mây</u>	(Does it hurt?)
pay náy ma: <u>câ</u>	(Where have you been?)
nẫnsú: yủ: náy <u>là</u>	(Where's your book?)
ma-há: khray <u>khâ</u>	(Who have you come to see?)
phủen pay dủey <u>hâ?</u>	(A friend's coming as well.)
pay nộ́y <u>nà:</u>	(Please go.)
ca đi: <u>rỷ:</u>	(Do you think it's going to be all right?)
phà: yaŋ mạ̀y hê:ŋ <u>hà</u>	(The washing's not dry yet.)
khâw yaŋ mạ̀y ma: <u>rỏk</u>	(He won't turn up just yet.)

Simple and Compound Nouns

It has been found convenient to classify nouns as simple or compound on the basis of their behaviour in certain noun phrases with an accompanying classifier, viz.,

Since all nouns in Thai have appropriate classifiers to be associated with them when circumstances require, it will be seen that frequently when there are two nouns (n) occurring directly before a classifier (c) the classifier will in the one case be appropriate to one noun and in the other case to the other noun, e.g.

n <u>n</u> <u>c</u>	<u>n</u> n <u>c</u>
kunε: <u>tù:</u> <u>bay</u> nî:	kunε: <u>tù:</u> <u>dǒ:k</u> nî:
(the key of this <u>cupboard</u>)	(a cupboard <u>key</u>)
khém <u>nalika:</u> <u>ruen</u> nân	khém nalika: <u>?an</u> nân
(the hands of that <u>clock</u>)	(that <u>hand</u> of the clock)
bà:n <u>phùen</u> <u>khon</u> náy	bà:n <u>phùen</u> <u>lân</u> náy
(which <u>friend</u> 's house)	(which <u>house</u> of a friend's)
khăy <u>pět</u> <u>tue</u> nî:	khăy <u>pět</u> <u>bay</u> nî:
(this <u>duck</u> 's eggs)	(this duck- <u>egg</u>)

All the classifiers in the left-hand column are appropriate to the second nouns whereas those in the right-hand column are appropriate to the first nouns.

It has been observed that the first noun in the first series of examples above is transferable to the other end of the phrase without alteration of meaning. Compare, for example, the positions of the nouns "kuncɛ:" and "khém" in the following pairs of sentences:

kuncɛ: tù: bay nî: di: } (The key of this cupboard is
tù: bay nî: kuncɛ: di: } a good fit.)

khém nalika: ruen nân cuen hăk lê:w } (The hands of that
nalika: ruen nân khém cuen hăk lê:w } clock are almost
broken.)

The first noun in the second series of examples, on the other hand is not so transferable. Thus it may be stated that the two nouns in the first series are syntactically separable and are therefore regarded as a sequence of two "simple nouns", whereas the two nouns in the second series are syntactically inseparable and so are regarded as "compound nouns" which will be shown as such by the use of a hyphen.

Hence by reference to the criterion of inseparability the underlined forms in the examples below are classified as compound nouns:-

a) noun-noun , e.g.

phuen-bà:n khon nun (a neighbour) lit. friend, house,
one.

rôt-fay khabuen rɛ:k (the first train) lit. vehicle,
fire, the first
one.

<u>thún-thâ:w</u> khù: kăw	(the old pair of <u>socks</u>) lit. bag, foot, the old pair.
<u>mì:t-lěk</u> lêm ná:	(the thick <u>steel knife</u>)
<u>túkkata:-yìpŭn</u> tuə nân	(that <u>Japanese doll</u>)
<u>sabŭ:-lâk</u> kò:n nưŋ	(a tablet of <u>Lux soap</u>)

b) noun-pronoun , e.g.

<u>sùə-chân</u> tuə nưŋ	(a <u>blouse</u> of mine)
<u>phùəen-phóm</u> thŭk khon	(all <u>my friends</u>)
<u>bà:n-thx:</u> lán mǎy	(<u>your</u> new <u>house</u>)
<u>rôt-raw</u> khan nĩ:	(this <u>car</u> of <u>ours</u>)
<u>lù:k-khêw</u> thân sá:m khon	(all <u>their</u> three <u>children</u>)

c) pronoun-noun , e.g.

<u>khun-wĩnĩt</u>	(<u>Mr. Winit</u>)
<u>khun-chari:</u>	(<u>Miss Charlie</u>)
<u>khun-mè:</u>	(<u>Mother</u>)
<u>khun-pŭ:</u>	(<u>Grandpa</u>)
<u>na:y-phón</u>	(<u>Mr. Phon</u>)

d) noun-verb , e.g.

<u>mì:t-pháp</u> lêm nĩ:	(this <u>folding knife</u>)
<u>nalika:-plŭk</u> ruən lěk	(the small <u>alarm-clock</u>) lit. clock, to wake, small one.
<u>phón-sâkfò:k</u> klŏŋ nưŋ	(a packet of <u>washing powder</u>)
<u>kapáw-thú:</u> bay mǎy	(the new <u>handbag</u>) lit. case, to hold, new one.
<u>nâm-hó:m</u> khŭet yǎy	(a large bottle of <u>perfume</u>) lit. water, fragrant, large bottle.

Contrast the forms under d) above with the following:

mì:t lè:n nî: phâp dà:y (This knife can be folded.)
nalika: ruen lèk yaŋ.mây dâ:y plūk (The small clock
 hasn't rung yet.)
 etc.

e) verb-noun , e.g.

phât-lom ʔan nuŋ (an electric fan) lit. to fan,
 wind, one.
rōŋ-thâ:w khù: diəw (a single pair of shoes) lit.
 to put under, foot, single
 pair.
baŋ-ta: ʔan nî: (this screen) lit. to conceal,
 eye, this.

Contrast the forms under e) above with the following:

lom phât thān wan (The wind's been blowing all
 day.)

f) noun-verb-noun , e.g.

hōŋ-râp-khě:k hōŋ nuŋ (a drawing-room) lit. room to
 receive, guest, one.
phâ:-chêt-nà: ló: nuŋ (a dozen handkerchiefs) lit.
 cloth, to wipe, face, a dozen.
căk-yêp-phâ: khan nî: (this sewing machine) lit.
 machine, to sew, cloth, this.
phâ:-pu:-tô? phú:n ya:w (the long tablecloth) lit. cloth,
 to cover, table, long one.

Contrast the forms under f) above with the

following:

hòn nĩ: ca chây rập khế:k

(This room is going to be
used for receiving
guests.)

phà: nần chết nà: dà:y

(That cloth can be used to
wipe your face.)

Simple and Compound Verbs

The compound verbs to be dealt with in this thesis are of two kinds, one of which consists of a transitive verb and a noun and the other consists of a noun and an intransitive verb.

Compound verbs as contrasted with sequences of a verb and a noun

When one applies the criterion of inseparability¹ to a succession of a verb and a noun in a text it is found that in some cases they are syntactically separable, in others not, viz.,

It has been observed that a noun (n) which occurs in such a sentence frame as

yaŋ mà y dà y v n

may be transferred to the beginning of the sentence without change of meaning, e.g.

yaŋ mà y dà y khién cǒtmá:y or cǒtmá:y yaŋ mà y dà y khién
(I haven't written the letter yet.)²

yaŋ mà y dà y sū: túe or túe yaŋ mà y dà y sū:
(I haven't bought the ticket yet.)

yaŋ mà y dà y khu:n nân sū: or nân sū: yaŋ mà y dà y khu:n
(I haven't returned the book yet.)

1 See p. 223.

2 Contrast English usage where there is change of meaning in such sentences as "I haven't written the letter yet." and "The letter hasn't been written yet."

In the following examples, however, which appear at first sight to be of the same structure as those described above, the underlined noun is not transferable to the first place, viz.,

yaŋ mǎy dǎy tǎtsín cay (I haven't made up my mind yet.)

yaŋ mǎy dǎy rāp kham (I haven't promised yet.)
lit. not yet, accept, word.

yaŋ mǎy dǎy dɜ:n tha:n (I haven't travelled yet.)
lit. not yet, walk, way.

Thus it may be said that the verb and the noun in the first three examples are syntactically separable and are therefore regarded as a sequence of a simple transitive verb and a noun, whereas the verb and the noun in the last three examples are syntactically inseparable and so are regarded as constituting a compound verb which will be shown as such by the use of a hyphen.

Hence "khien cǒtmá:y", "sû: túe" and "khu:n nâŋsú:" are regarded as sequences of simple words, and "tǎtsín-cay", "râp-kham" and "dɜ:n-tha:n" as compound verbs.

Compound verbs as contrasted with sequences of a noun and
a verb

Having classified a succession of a verb and a noun either as a sequence of a simple transitive verb and a noun or as a compound verb, we can now turn to the classification of a succession of a noun and a verb either as a sequence of a noun and a simple intransitive verb or as a compound verb.

When the criterion of inseparability¹ is applied to a succession of a noun and a verb in a text it is found that in some cases they are syntactically separable, in others not, viz.,

It has been observed that a noun (n) which may be found in the blank space of a sentence frame as

n c nî: - v_i

may be transferred to the beginning of the sentence without change of meaning, e.g.

tù: bay nî: kuncə: di: or kuncə: tù: bay nî: di:
(The key of this cupboard is a good fit.)²

nalika: ruən nî: khém hăk or khém nalika: ruən nî: hăk
(The hands of this clock are broken.)²

tûkkata: tue nî: nà: súey or nà: tûkkata: tue nî: súey
(The face of this doll is pretty.)

¹ See p. 223.

² Compare this example with those on p. 223.

In the following examples, however, which appear at first sight to be of the same structure as those described above, the underlined noun is not transferable to the first place, viz.,

đẽk khon nĩ: cay di: (This boy's generous.)
lit. boy, this, heart, good.

phũen khon nĩ: húe sú:ŋ (This friend of mine is
snobbish.)
lit. friend, this, head, high.

phũcha:y khon nĩ: pǎ:t lɔ:y (This man's scared.)
lit. man, this, lung, float.

Thus it may be said that the noun and the verb in the first three examples are syntactically separable and are therefore regarded as a sequence of a noun and a simple intransitive verb, whereas the noun and the verb in the last three examples are syntactically inseparable and so are regarded as constituting a compound verb which will be shown as such by the use of a hyphen.

Hence "kuncɛ: di:", "khém hǎk" and "nà: súey" are regarded as sequences of simple words, and "cay-di:", "húe-sú:ŋ" and "pǎ:t-lɔ:y" as compound verbs.

The Negator

There is only one word, i.e. "mày" in this class whose characteristic is that it always occurs immediately before or after a pre-verbal auxiliary¹. In the examples below, the negator is underlined.

Examples of the negator "mày" occurring before an auxiliary:

- nâ:m mày khòy rô:n (The water's not very hot.)
- himâ? mày khv:y tók thì muen-thay (Snow never falls in
Thailand.)
- chân mày khuen ?ố:k cắ:k bà:n lɿ:y (I ought not to have
gone out of the house
at all.)
- khà:w mày tồŋ hún mà:k (You needn't cook much rice.)
- nalika: may dày plúk (The clock didn't ring.)
- fón mày nà: tók (It didn't look like rain.)
- phùen mày yắ:k kuən raw (Our friends wouldn't like to
bother us.)

Examples of the negator "mày" occurring after an auxiliary:

- khon kamlaŋ mày saba:y (A man's not well.)
- mè:-khrue kǎ:t mày saba:y tɔ:n nĩ: (The cook happens not
to be well at present.)
- khà:w kǎep mày pho: (The rice was almost not enough.)
- nâŋsú: lè:n nĩ: khon mày pho:ŋ (This book probably won't
be dear.)
- khanóm yaŋ mày wá:n lɿ:y (The pudding's not sweet enough
yet.)

¹ See p. 176.

- khăy ʔă:t mày pho: (The eggs may not be enough.)
- khó:ŋ thũ:k mākca mày thon (Cheap things are not likely
to last.)
- sòm hénca mày prìəw (The oranges are not sour, it
seems to me.)
- đẽk ca mày pay ka chân (The boy didn't want to come
with me.)
- mê: yaŋ mày klăp (Mother's not back yet.)

Part TWO

Inter-Sentence Relations

CHAPTER V

CONCEPTUAL FRAMEWORK FOR THE STATEMENT OF INTER-SENTENCE RELATIONS

By inter-sentence relations are meant those relations which may be held to obtain between two sentences or a series of sentences whose formal linguistic features are in some way interdependent. This interdependence may relate to sentence type, sentence structure, phrase type, phrase structure, the occurrence of a particular word-class or particular lexical item, or to certain intonational characteristics.

The Context of Mention

In an attempt to demonstrate these relations it has frequently been found useful to use an adaptation of M.A.K. Halliday's concept of "context of mention" which he introduces as follows:¹

"Before leaving consideration of the particular description of a language in terms of categories set up within the language itself, I might mention one further instance of the application here of formal methods of analysis². This

1 See M.A.K. Halliday "Systematic Description and Comparison in Grammatical Analysis", 1957, p. 61. (See below)*

2 The underlining is mine.

* This article is published in "Studies in Linguistic Analysis", Special Volume of the Philological Society, 1957.

concerns the determination of the occurrence of a member of a particular grammatical class by formal linguistic but non-grammatical features.

The presence of a certain form in a given unit in the syntagm may render probable the occurrence in a subsequent unit of a member of a particular class; this is in fact a form of contextual determination, but it may be stated, partially at least, in terms of only the linguistic (verbal) action in a context of situation - the source of the determination may be found to be in what might be called "context of mention".¹

This requires the two-term system
"given" / "new", the given being that which has
been mentioned in the preceding linguistic context.¹
 Modern Pekinese shows some correlation between this dimension and word order in the clause, the position of the given being regularly precedent to that of the new. This may not only determine the relative position of words where the basic clause-structure is unaffected (for example the relative position of pre-verbal free noun or pronoun and preverbal adverb) but also permit the prediction of the occurrence of a particular class of clause. -----

The correlation is more clearly observable if context of mention is taken to include not only
repetition of the term mentioned but also reference
(for example, pronominal¹ or synonymic)."

1 The underlining is mine.

The above makes it clear that a context of mention, which is part of a context of situation, may be used as a formal linguistic method in a grammatical analysis. Dr. Halliday has already given an instance of an application of this method in the determination of the occurrence of a member of a particular grammatical class in Modern Pekinese. However, his use of this method in his analysis so far is very limited, as he pointed out in his latest book¹: "The use here made of context of mention is only very limited; it is not contended that its application extends to the determination of all or even the majority of grammatical forms. For this reason I have subordinated it in the statement to the translation reference, only appending contextual reference where I have been able to establish a correlation of this type."

It is the author's intention to extend² its application as far as necessary to a description of intersentence relations in Modern Conversational Thai, in an attempt to bring out the grammatical as well as non-grammatical formal features which relate sentences at various stages of the analysis.³

1 The Language of the Chinese "Secret History of the Mongols", publications of the Philological Society XVII, 1959.

2 The author wishes, therefore, to take responsibility for this.

3 The term 'stage' is borrowed from the article "The Category of Number in Igbo" by J. Carnochan, published in the Proceedings of the 24th International Congress of Orientalists, Munich 1957, see p. 711. It is used here in a slightly different way: while his analysis includes sentence, clause and phrase stages, the present analysis includes sentence, phrase, word-class, and item stages.

As regards the use of the concept of context of mention in this thesis, there are two points to be made here. First, the two-term system, "given" and "new", set up by Dr. Halliday is also required in this thesis but the terms may not be used in exactly the same way as he intended. As far as the term "given" is concerned, there seems to be an exact parallel between its use in the quoted passage and its use in the present analysis, namely "that which has been mentioned before". Regarding the term "new", Dr. Halliday left it undefined, hence its implications may differ in the one case from the other. The "new" in the present study will be referred to "that which has not been mentioned before".

A second point to be made here is that, as with Dr. Halliday, context of mention will be taken to include, in suitable cases, not only repetition of the term mentioned but also reference of various kinds, to be expounded later.

The Context of Interrogation

In order to handle certain types of inter-sentence relations it has been found convenient to postulate, in addition to the context of mention, a further context which will be referred to as the "context of interrogation".

The context of interrogation may be regarded as the source of some kinds of "contextual determination" (see p.235) not covered by the context of mention. The context of interrogation does not require the two-term system given/new, but rather a system of "question" and "answer", the linguistic form of the question predetermining to a great extent the linguistic form of the answer.

Anaphoric and Cataphoric Sentences

In handling the material of this thesis the author has found it convenient to characterize sentences as being "anaphoric" or "cataphoric", depending upon their respective roles in the contexts of mention or of interrogation.

A sentence which has "related context"¹ with a previous sentence in that at least one of its linguistic forms² is referable to what is given in the context of mention, is called an "anaphoric sentence". The previous sentence itself, namely that containing the form which is referable to what is new in the context of mention, is called the "cataphoric sentence".

A sentence which has related context with a previous sentence in that it contains one or more of linguistic forms appropriate to the answer required in the context of interrogation, is also called an "anaphoric sentence". The previous sentence itself, namely that containing the linguistic form or forms referable to the question in the context of interrogation is also called the "cataphoric sentence".

A great many sentences may operate simultaneously in the context of mention and the context of interrogation.

- 1 I am indebted to Dr. Halliday for the use of this expression also.
- 2 The term "linguistic form" as used in this thesis may refer to units of greater extent than words. Contrast this with the use of the term in: The Language of the Chinese "Secret History of the Mongols", p.76.

It will be seen that this classification cuts across the classification initiating/non-initiating that has been used so far. The position may be summarized as follows:-

1. All anaphoric sentences are of necessity non-initiating, but while non-initiating sentences are very frequently anaphoric (see Ex. IB, p.241; and, examples 1c, 2c, 3c and 4c in Ex. II, pp.243ff.), they are not necessarily so (see Ex. IC, p.242).

2. A non-initiating sentence may also sometimes be regarded as operating within two or more different contexts at the same time; it may be anaphoric as regards some and cataphoric as regards others. The contexts in which such non-initiating sentences occur may be all contexts of mention or a mixture of the contexts of mention and interrogation. (See examples 1b, 2b, 3b and 4b in Ex. II, pp. 243 ff.)

3. Initiating sentences are always potentially cataphoric* (see Ex. IA, p.241; and examples 1a, 2a, 3a and 4a in Ex. II, pp.243ff.), and can by definition never be anaphoric. (See examples of initiating sentences which are non-cataphoric in Ex. III, p.246.)

Examples to illustrate these points are given below:-

* "context of mention" is regarded in this thesis as requiring both "new" and "given", not just "new".

The initiating sentence which is cataphoric and the non-initiating sentence which is anaphoric may conveniently be illustrated together. They are placed side by side in two separate columns to form a sequence of two sentences which operate in the same context of mention or of interrogation. All the forms referable to the new or the question in the first column and all those referable to the given or the answer in the second column below are underlined,* viz.,

Ex. IAEx. IB

Initiating
Cataphoric Sentences

Non-Initiating
Anaphoric Sentences

Sentences operating within the Context of Mention

1a. phùen mà:y dà:y ma:

1b. khâu mà:y saba:y

(My friend hasn't come.)

(He's not well.)

2a. chân chò:p kàw'ì: tuə nî:
cəŋ

2b. man nùm di: . .

(I like this chair very
much.)

(It's nice and soft.)

3a. nít yă:k dà:y ròm sâk khan

3b. khan nî: cuen khă:t lê:w

(I, Nit, would like to get
an umbrella.)

(This one's nearly torn.)

Sentences operating within the Context of Interrogation

4a. ca klăp krunthè:p mùe rây

4b. ca klăp duen nà:

(When are you going back
to Bangkok?)

(I'm going back next month.)

* The kind of reference involved is handled in detail in the appropriate later Chapter.

5a. khun sỏn cỏtmá:y thì náy(Where did you post the
letter?)5b. thì praysani:

(At the Post Office.)

Examples of non-initiating sentences which are
non-anaphoric* may be given as follows:

Ex. 10

chỏ:p mây (Do you like it?) lit. like, a particle.

phủen phừn hày chẵn (A friend's just given it to me.)
lit. friend, just, give, me.

phỏm hày lế:w (I've paid them.) lit. I, give, already.

nắk (It's heavy.) lit. heavy.

khập ỏk (It's very tight.) lit. tight, very.

day-pay (It's too loud.) lit. loud, too.

* This kind of sentence is always found within the "context of immediate perception" which is to be dealt with later. See pp. 361-5.

The following are illustrations of a sequence of sentences in which the second one operates within two contexts at the same time, hence its analysis as non-initiating, anaphoric and cataphoric sentence.

Ex. II

In the examples given below the second sentence is found within two contexts of mention.

1a. wan nî: burŭt-praysani:[†] ma:

(To-day the postman came.)

1b. khâw[†] ?aw khó:ŋ* ma sŏŋ só:ŋ hŏ:

(He 's brought two parcels .)

1c. hŏ:* nuŋ năk tŏ: ?ŷ:k hŏ:* nuŋ baw

(One of them is heavy but the other one's light.)

Sentence 1a. above is an example of an initiating, cataphoric sentence¹.

Sentence 1b. is regarded as a non-initiating, anaphoric sentence¹ as regards "khâw"[†] which refers back to "burŭt-praysani:" in the preceding sentence 1a. ; and as cataphoric¹ as regards "khó:ŋ"* to which "hŏ:"* in the subsequent sentence 1c. refers.

Sentence 1c. is an example of a non-initiating, anaphoric sentence¹.

1 See footnote, p. 241.

2a. chân mi: phùen[†] khon nuṇ thī sŏŋkhlá:
(I've got a friend in Songkhla.)

2b. khâw[†] chò:p du: nán* lúekv:n
(She[†] likes seeing films* very much.)

2c. mày khv:y phlà:t sâk rùen* diəw
(She never misses a single one.)

Sentence 2a. above is another example of an initiating, cataphoric sentence¹.

Sentence 2b. is regarded as a non-initiating, anaphoric sentence¹ with regard to "khâw"[†] which refers back to "phùen"[†] in the preceding sentence 2a. ; and as cataphoric¹ with regard to "nán"* to which "rùen"* in the subsequent sentence 2c. refers.

Sentence 2c. is another example of a non-initiating, anaphoric sentence¹.

In the following examples the second sentence is found to be within the contexts of mention and interrogation at the same time.

3a. chaláw[†] kamlan ca pay ʔame:rika:
(Chalaw's going to America.)

3b. khâw[†] ca pay mùə rǎy*
(When* is she[†] going?)

3c. ʔathî't nà:*
(Next week.)

¹ See footnote, p. 241.

Sentence 3a. above is also an example of an initiating, cataphoric sentence¹.

Sentence 3b. is regarded as a non-initiating, anaphoric sentence as regards "khâw"[†] which refers back to "chaláw"[†] in the preceding sentence 3a. ; and as cataphoric¹ as regards "mùe rǎy"* to which "ʔathít nà!"* in the subsequent sentence 3a. refers.

Sentence 3c. is also an example of a non-initiating, anaphoric sentence¹.

4a. nô:ŋ[†] ma: lɛ:w

(My younger brother's arrived.)

4b. to:n nɪ: kɛ:[†] phâk thì náy*

(Where* is he[†] staying now?)

4c. phâk thì bà:n*

(He's staying at my house.)

Sentence 4a. above is also an example of an initiating, cataphoric sentence¹.

Sentence 4b. is regarded as a non-initiating, anaphoric sentence¹ with regard to "kɛ:"[†] which refers back to "nô:ŋ"[†] in the preceding sentence 4a. ; and as cataphoric¹ with regard to "thì náy"* to which "thì bà:n"* in the subsequent sentence 4c. refers.

Sentence 4c. is also an example of a non-initiating, anaphoric sentence¹.

1 See footnote, p. 241.

Initiating sentences which are non-cataphoric may be illustrated from the examples below:

Ex. III

1a. fón kamlaŋ tők năk

(It's raining cats and dogs.)

1b. phóm yaŋ mà yă:k ?ǒ:k cǎ:k bà:n

(I wouldn't like to leave the house just yet.)

2a. khru: yaŋ mà ma: lɿ:y

(The teacher hasn't come yet.)

2b. pay-tha:n nâ:m kan mây

(Shall we go and have a drink of water?)

3. phuen-chân khon nuŋ khi:kǐet lúekɿ:n

(A friend of mine is extremely lazy.)

4. wan nî: yaŋ mà rû: wà ca tha:n ?aray lɿ:y

(I don't know what we're to have for to-day yet.)

Since sentence 1a. above¹ has no "related context"² with the following sentence 1b. it is not by definition² regarded as a cataphoric sentence. For the same reason, sentence 2a. is not regarded as cataphoric sentence either.

1. Compare this sentence with that given in the examples on p.285 where it is regarded as a cataphoric sentence.

2. See p. 239.

As regards the remaining sentences in the examples cited above, they are not considered as being cataphoric because they are not followed up by any sentence at all, hence there is no anaphoric sentence to be related with. (See again p. 239.)

In certain fairly clearly defined situations, modern spoken Thai permits the use of sentences which are non-initiating and anaphoric in form but which cannot be related to any cataphoric sentence. To handle these somewhat exceptional cases without stretching the context of mention concept too far, it is necessary to postulate a special "context of immediate perception" which will be dealt with in a later Chapter of this thesis. (See Chapter XIII.)

CHAPTER VI

INTER-SENTENCE RELATIONS

AS EXPRESSED BY A PARTICULAR SENTENCE TYPE

As has already been described, the linked sentences which are usually found as part of a compound sentence may also stand alone as non-initiating sentences¹, e.g.

1. lêw khâw ca tham 'aray 'ĩ:k

(And what else is she going to make?)

2. thà: chân pay mà y dà:y là

(Supposing I can't go?)

3. díew ca mà y-sîə

(Otherwise it may get burnt.)

It may be stated further that such sentences are always anaphoric since they are always found to be in related context with the preceding sentence in a context of mention or in the contexts of mention and interrogation simultaneously². The sentences 1, 2 and 3 above may, for example, be in related context with cataphoric sentences such as the following sentences 1a, 2a and 3a respectively:

1 See p. 22.

2 The nature of the relationship between these sentences is dealt with in more detail in the appropriate succeeding chapter.

- within the context of mention

1a. wan nî: mē:-khrue ca tham salăť

(To-day the cook's going to make some salad.)

2a. thx: tōŋ pay bà:n-chân hày dà:y nâ

(You must come to my house.)

- within the contexts of mention and interrogation
simultaneously

3a. pay-du: khà:w bon taw lê:w rý

(Have you been to look at the rice on the stove?)

It may thus be stated that a linked sentence as such always implies that it has related context with the preceding sentence.

CHAPTER VII

INTER-SENTENCE RELATIONS

AS EXPRESSED IN SENTENCE STRUCTURE

Inter-sentence relations expressed in terms of Primary sentence constituents

The patterns of sentence structure described so far (in Chapter II) have all been appropriate to the initiating sentence type. Many non-initiating sentences are of the same structure, as far as Primary sentence constituents go, the formal difference between them and initiating sentences of the same structure lying at some other stage of analysis, which will be dealt with in the appropriate succeeding chapter.

The following are examples of initiating and non-initiating sentences which are of the same structure as regards sentence constituents:

a) SV_i

Initiating Sentences

sabŭ: mŏt lê:w	(There's no more soap.)
děk kamlaŋ lăp sanŭt	(The baby's fast asleep.)
rôt-fay lèn châ: caŋ	(The train's going very slowly.)
sùe tue nŭ: lúem lûekv:n	(This blouse is very loose.)

Non-Initiating Sentences

khâu saba:y di: lê:w	(He's very well now.)
man yaŋ mà y rìep	(It's not smooth yet.)
ke: kamlaŋ ca nàŋ lê:w	(He's about to sit up.)
sá:m bay khoŋ pho:	(Three should be enough.)

b) V_i Initiating Sentences

sá:y lê:w	(It's getting late - in the morning.)
thìeŋ lê:w rý	(Is it twelve o'clock already?)
đũk mà:k lê:w	(It's getting very late - at night.)
híw caŋ	(I'm very hungry.)
m ũey mây	(Are you tired?)

Non-Initiating Sentences

năk	(It's heavy.)
hó:m nâ	(They smell nice, don't they?)
khâp ʔôk	(It's very tight.)
đạŋ-pay lê:w	(It's too loud now.)
yaŋ mà y khem lɣ:y	(It needs more salt.)

c) V_tO Initiating Sentences

ca sũ: ʔaray	(What are you going to buy?)
ma-há: khray	(Who have you come to see?)
pũet hũe	(I have a headache.)
yă:k kin kafe:	(I'd like to have some coffee.)

Non-Initiating Sentences

mày dầy cɜ: khâu	(I couldn't see her.)
khó: sâk só:ŋ lêm	(Give me two.)
yă:k dà:y lêm thì khom	(I'd like to have the one which is sharp.)

d) SV_tO Initiating Sentences

fũn tem bà:n	(The dust fills the house.)
mè:-khrue mà y dầy tham khanóm	(The cook hasn't made any pudding.)
bà:n mà y mi: khon	(There's nobody in the house.)

Non-Initiating Sentences

phũen ca ʔaw tue nũn	(A friend will want one.)
khâu kamlaŋ lèn phày	(They're playing cards.)
chabăp nĩ: mà y mi: satem	(There's no stamp on this one.)

e) $V_{tt}OI$ Initiating Sentences

yă:k thă:m khă:w phuen (I'd like to ask a friend the news.)

yaŋ mạy dầy hày taŋ lù:k (I haven't given the child any money yet.)

Non-Initiating Sentences

ca bǎ:k rưoŋ nân kɛ: (I'm going to tell her that.)

kamlaŋ ca hày phú:n mạy khâw (We're going to give him the new one.)

f) $SV_{tt}OI$ Initiating Sentences

mó: hày ya: phóm (The doctor gave me some medicine.)

khay ca khá:y rô:t phò: (Who's going to sell a car to Father?)

Non-Initiating Sentences

khâw bǎ:k khá:y lăŋ nô:n raw (He offered to sell us the one over there.)

khay ca pay-cě:k sǐp bay nĩ: khâw (Who's going to distribute these ten to them?)

g) OSV_t Initiating Sentences

cǎtmá:y nú: lu:m thiŋ (I forgot to post the letter.)

khanóm mè:-khrue mạy dầy tham (The cook hasn't made any pudding.)

ʔakă:t thì nĩ: khon chò:p kan mà:k (People like the climate here very much on the whole.)

nũe chân ca hăn ʔe:ŋ (I'll cut up the meat myself.)

Non-Initiating Sentences

lèm thì khom chân ca chây (I'm going to use the sharp
one.)

só:ŋ bay nĩ: nĩt hén lê:w (Nit's seen these two.)

khù: mǎy kɛ: yaŋ mà yǎ:k sǎy (She wouldn't like to wear
the new pair just now.)

h) OSV_{tt}I

Initiating Sentences

khǎ:w di: thɿ: nà: ca bǎ:k chân (You should have told
me the good news.)

khane:n khru: ca ma-bǎ:k raw ʔe:ŋ (The teacher's coming
to tell us the marks
himself.)

děk sǎk ʔaray mǎ: (What did the girl question the
doctor about?)

Non-Initiating Sentences

tũkkata: phĩ: phɿŋ hày kɛ: (My sister's just given her
the doll.)

lǎŋ nō:n khâw khɿ:y bǎ:k khá:y raw (He often offered to
sell us the one over
there.)

There are, however, a number of sentence structures which are exclusively non-initiating. Since by definition a non-initiating sentence is always dependent in some way upon a previous utterance or utterances, the occurrence of these exclusively non-initiating sentence structures is in itself a mark of the relationship of the sentence concerned to some previous sentence. The exclusively

non-initiating sentence structures are the following:

- a) V_t or SV_t
- b) V_{tt} or SV_{tt}
- c) $V_{tt}I$ or $SV_{tt}I$
- d) $V_{tt}O$ or $SV_{tt}O$

Such sentences will, upon examination, always be found to be in related context with cataphoric sentences in a context of mention or in the contexts of mention and interrogation simultaneously. We may thus state the relationship between such sentences, as expressed in sentence structure, by relating the Primary sentence constituents of the anaphoric sentences to the Primary sentence constituents of the relevant cataphoric sentences. The means by which this relationship is established in anaphoric sentences may be summarized as follows:

1. By absence of Object only, or absence of Object accompanied by repetition of the Transitive Verbum of the cataphoric sentence.

2. By absence of Object and Indirect Object accompanied by repetition of the Double Transitive Verbum of the cataphoric sentence.

3. By absence of Object accompanied by

a) repetition of the Double Transitive Verbum
of the cataphoric sentence

b) repetition of the Double Transitive Verbum
and Indirect Object of the cataphoric sentence

c) repetition of the Double Transitive Verbum
and differentiation of the Indirect Object of the cataphoric sentence.

4. By absence of Indirect Object accompanied by

a) repetition of the Double Transitive Verbum
of the cataphoric sentence

b) repetition of the Double Transitive Verbum
and Object of the cataphoric sentence

c) repetition of the Double Transitive Verbum
and differentiation of the Object of the cataphoric
sentence.

5. By absence of Subject when it is "given" in
a context of mention.

6. By presence of Subject when it is not "given"
in a context of mention or when it is required as an
"answer" in a context of interrogation.

1. Absence of Object only, or Absence of Object
accompanied by Repetition of the Transitive
Verbum of the cataphoric sentence

It has been observed that frequently there is no Object (O) after a Transitive Verbum (V_t) in a non-initiating sentence when the Object is "given" in a context of mention, or when the Verbum and the Object are both "given" in a context of mention. That is to say, the anaphoric sentence is related to its cataphoric sentence by absence of Object only, or by absence of Object accompanied by repetition of the Verbum (i.e. at least one of the verbs or, when there is no accompanying verb, one of the auxiliaries in the Verbum of the anaphoric sentence must be identical with a verb or an auxiliary in the Verbum of the relevant cataphoric sentence)*. The structures of the cataphoric sentence are found to be SV_tO and OSV_t .

Thus it may be said in terms of sentence structure, that the anaphoric sentence structure $(S)V_t$ is, in such cases, in related context with the cataphoric sentence structure $(S)V_tO$ in a context of mention. In all the examples below the cataphoric Objects and their equivalent English translations are underlined in red whereas the repeated Verba and their equivalent English translations are underlined in black.

* See pp. 345-8.

Examples of sentences related by absence of Object only

Cataphoric Sentences

$V_t O$

ca yu:m nân sù: lêm nî:

(I'll borrow this book.)
lit. shall, borrow, book
a classifier, this.

yă: lu:m tòm khăy nâ

(Don't forget to boil the eggs.)

chùey lâ:n ca:n nŏy

(Can you wash the plates, please?)

$SV_t O$

phuen ca khó: yu:m nân sù:
lêm nî:

(A friend's going to borrow this book.)

chân yă:k fan phên nî:

(I'd like to listen to this one.)

khun yă:k dŭ:m ?aray

(What would you like to drink?)

Anaphoric Sentences

V_t

yan mà:y yă:k sù:

(I wouldn't like to buy it just yet.)
lit. yet, not, would like, buy.

lêw pŏ:k dùey

(And shell them as well.)
lit. then, shell, as well.

ca chây lê:w

(I'm going to use them now.)
lit. to be going to, use, already.

SV_t

khâw há: sù: mà:y dà:y

(She hasn't been able to buy it.)
lit. she, look for, buy, not, can.

thx: chùey săy nŏy sì

(Can you put it on for me?)
lit. you, help, put, a little, a particle.

phóm ca pay-?aw hây

(I'll go and get it.)
lit. I, shall, go, get, give.

Examples of sentences related by absence of Object
accompanied by Repetition of the Verbum

Cataphoric Sentences

$V_t O$

yă: lu:m khăt chô:n dùey nâ

(Don't forget to polish the
spoons too.)

yă:k ca dũ:m ?aray mây

(Would you like something
to drink?)

pay-truët khố:ŋ sŋe sŋ

(Do go and check your
things.)

hén khố:ŋ thì phŋ ma-thún
lê:w rý

(Have you seen the parcel
which has just arrived?)

ca pay tală:t lê:w

(I'm going to the market
now.)

tha:n ?aytim mây

(Have some icecream?)

Anaphoric Sentences

V_t

khăt lê:w

(I've already done them.)
 lit. polish, already.

yă:k

(Yes.) lit. would like.

mây tòn truët la

(No, there's no need to.)
 lit. not, need, check, a
particle.

hén lê:w

(Yes, I have.) lit. see,
already.

ca pay lê:w rý

(Are you?) lit. to be going to,
go, already, a particle.

tha:n

(Yes, please.) lit. eat.

SV _{t0}	SV _t
nít <u>mày chò:p du: nán</u> (Nit <u>doesn't like seeing</u> <u>films.</u>)	nô:y <u>chò:p du: ?ốk</u> (Noi likes seeing them very much.) lit. Noi, <u>like, see, very much.</u>
mê: <u>rúcắk khâu</u> (Mother <u>knows her.</u>)	phô: <u>mày rúcắk</u> (Father <u>doean't.</u>) lit. father, <u>not, know.</u>
khun <u>khon ca bũe kắpkhà:w</u> <u>ni: lê:w si</u> (You've probably got tired of (I haven't.) lit. I, <u>this food already.</u>)	phóm <u>yan máy bũe</u> <u>yet, not, tired.,</u>

Similarly the anaphoric sentence structure SV_t is in related context with the cataphoric sentence structure OSV_t in a context of mention, e.g.

Examples of sentences related by absence of Object only

<u>Cataphoric Sentences</u>	<u>Anaphoric Sentences</u>
OSV _t	SV _t
<u>nân sú: lêm nĩ: phũen ca khó:</u> <u>yu:m</u> (A friend's going to borrow <u>this book.</u>) lit. book, a classifier, this, friend, to be going to, ask, borrow.	<u>khâu há: sũ: máy dà:y</u> (She <u>hasn't been able to buy it.</u>) lit. she, look for, buy, not, can.
<u>phũen nĩ: chũn yắk fan</u> (I'd like to listen to <u>this</u> <u>one.</u>) lit. a classifier, this, I, would like, listen.	<u>thũ: chũey sắy nũy sì</u> (<u>Can you put it on</u> for me?) lit. you, help, put, a little, a particle.

Examples of sentences related by absence of Object
accompanied by Repetition of the Verbum

Cataphoric Sentences

OSV_t

khanóm phò: yaŋ mà y tha:n

(Father hasn't had his
dessert yet.)

lit. dessert, Father,
yet, not, eat.

nũe chân ca hăn ?e:ŋ

(I'm going to cut up the
meat myself.)

lit. meat, I, to be going
 to, cut up, self.

phà: nì: thx:

khx:y chây mây

(Have you ever used this
material before?)

lit. material, this, you,
used to, use, a particle.

Anaphoric Sentences

SV_t

mè: tha:n lê:w

(Mother's had hers.)

lit. Mother, eat, already.

khay yă: hăn nâ

(Nobody else should do it.)

lit. anybody, don't cup up,
a particle.

chân mà y khx:y

(I haven't.)

lit. I, not, used to.

2. Absence of Object and Indirect Object accompanied by Repetition of the Double Transitive Verbum of the cataphoric sentence

It has been observed that frequently there is neither an Object (O) nor an Indirect Object (I) after a Double Transitive Verbum (V_{tt}) when the Object, the Indirect Object and the Verbum are "given" in a context of mention. That is to say, the anaphoric sentence is related to its cataphoric sentence by absence of Object and Indirect Object accompanied by repetition of the Verbum (i.e. at least one of the verbs or, when there is no accompanying verb, one of the auxiliaries in the Verbum of the anaphoric sentence must be identical with a verb or an auxiliary in the Verbum of the relevant cataphoric sentence)*. The structures of the cataphoric sentence are found to be $SV_{tt}OI$ and $OSV_{tt}I$.

Thus it may be said in terms of sentence structure, that the anaphoric sentence structure $(S)V_{tt}$ is, in such cases, in related context with the cataphoric sentence structure $(S)V_{tt}OI$ in a context of mention. In all the examples below the cataphoric Indirect Objects and their equivalent English translations are underlined in green.

* See footnote, p. 257.

Cataphoric SentencesV_{tt}OIchùey cě:k tan đẽk nỡy nâ

(Give the children some
money, won't you?)
 lit. help, give, money,
children, a little, a
particle.

tx:m nâ:m rôt thũk khan
lê:w rý

(Have you put water in all
the cars?)

khx:y số:n nânsú: đẽk mây

(Have you ever given lessons
to children?)

SV_{tt}OI

thx: chùey số:n phasá:-fârănsě:t
phũen-chân sâk khon sỉ

(Will you teach a friend of
mine French?)

chân yă:k hày tan khố:-tha:n
khon nỉ:

(I'd like to give this
beggar some money.)

phóm bỗ:k khanc:n đẽk lê:w

(I've already told the
students their marks.)

Anaphoric SentencesV_{tt}cě:k lê:w la

(I've already given them some.)
 lit. give, already, a
particle.

tx:m lê:w hâ?

(Yes, I have.)
 lit. put, already, a particle.

khx:y

(Yes, I have.) lit. used to.

SV_{tt}chân số:n mây pen rỗk

(I don't know how to teach it.)
 lit. I, teach, not, know how,
a particle.

thx: ca hày rý

(Would you?) lit. you, will,
give, a particle.

phóm yan mây dày bỗ:k lx:y

(I haven't.) lit. I, not yet,
tell, at all.

Similarly the anaphoric sentence structure
 SV_{tt} is in related context with the cataphoric
 sentence structure OSV_{tt} in a context of mention, e.g.

Cataphoric Sentences

OSV_{tt}
 ya: ba:ŋ yă:ŋ khâw
ya: ba:ŋ yă:ŋ khâw
mây khá:y khun rǒk

(They won't sell you some
kinds of medicine.)

khă:w di: thx: nà: ca bǒ:k
chân

(You should have told me
the good news.)

Anaphoric Sentences

SV_{tt}

khâw mây khá:y rǒk rǎ

(Won't they?) lit. they,
not, sell, particles.

chân kamlan ca bǒ:k yǎ:
múenkan

(I was going to actually.)

3a. Absence of Object accompanied by Repetition
of the Double Transitive Verbum of the
cataphoric sentence

It has been observed that frequently there is no Object (O) after a Double Transitive Verbum (V_{tt}) and before an Indirect Object (I) in a non-initiating sentence when the Object and the Verbum are "given" in a context of mention. That is to say, the anaphoric sentence is related to its cataphoric sentence by absence of Object accompanied by repetition of the Verbum (i.e. at least one of the verbs in the Verbum of the anaphoric sentence must be identical with a verb in the Verbum of the relevant cataphoric sentence)*. The structures of the cataphoric sentence are found to be $SV_{tt}OI$ and $OSV_{tt}I$.

Thus it may be said in terms of sentence structure, that the anaphoric sentence structure $(S)V_{tt}I$ is, in such cases, in related context with the cataphoric sentence structure $(S)V_{tt}OI$ in a context of mention, e.g.

* See pp. 345-6.

Similarly the anaphoric sentence structure $SV_{tt}I$ is in related context with the cataphoric sentence structure $OSV_{tt}I$ in a context of mention, e.g.

Cataphoric Sentences

thì: khâw khɿ:y bǔ:k khá:y
phì:

(He often offered to sell
a site to my brother.)

Anaphoric Sentences

khâw mây khɿ:y bǔ:k khá:y phóm

(He's never offered to sell
it to me.)

raŋwan khru: ca cǎ:k khon thì
sǎ:p dà:y khanc:n di: thàwnân

(The teacher will give a
reward only to those who
got through with good
marks.)

ke: mây cǎ:k raw rǔk

(He wouldn't give it to us.)

3b. Absence of Object accompanied by Repetition
of the Double Transitive Verbum and Indirect
Object of the cataphoric sentence

It has been observed that frequently there is no Object after a Double Transitive Verbum (V_{tt}) and before an Indirect Object (I) in a non-initiating sentence when the Object, the Verbum and the Indirect Object are "given" in a context of mention. That is to say, the anaphoric sentence is related to its cataphoric sentence by absence of Object accompanied by repetition of the Verbum (i.e. as in 3a. above), and by repetition of Indirect Object (i.e. either the actual repetition of the noun phrase functioning as the Indirect Object of the cataphoric sentence, the relationship as expressed in terms of noun phrase constituents¹, or the relationship as expressed in terms of word-classes by "1st & 2nd pronominal reference" or by "3rd person pronominal reference"²). The structures of the cataphoric sentence are found to be $SV_{tt}OI$ and $OSV_{tt}I$.

Thus it may be said in terms of sentence structure, that the anaphoric sentence structure $(S)V_{tt}I$ is, in such cases, in related context with the cataphoric sentence structure $(S)V_{tt}OI$ in a context of mention, e.g.

1 See pp. 301 ff.

2 See pp. 337-40.

Cataphoric SentencesV_{tt}OIyă:k só:n nân^sũ: dẽk(I'd like to teach
children.)lit. would like, teach,
lesson, children.chũey hày tãj.khâu dùey nã

(Will you pay them as well?)

lit. help, give, money
them, as well, a particle.yă: lu:m tɿ:m nã:m rô:t thũk
khân là(Don't forget to put water
in all the cars.)ca hày khố:ŋ khon kĩ: khon(How many people are we
going to give presents to?)tõŋ pay-thá:m rũeŋ nĩ:
khânâbodi:(We must go and ask the Dean
about this matter.)Anaphoric SentencesV_{tt}Iyă:k só:n dẽk

(You'd like to teach children!?)

lit. would like, teach,
children.hày khâu lê:w

(I've paid them.)

lit. give, them, already.tɿ:m môt thũk khân lê:w khراط(I've put it in all of them
already.)lit. put, all, every, a
classifier, already, a
particle.ca hày lá:y khon(We're going to give them to
many people.)lit. to be going to, give,
many, people.tõŋ thá:m thàn

(We must ask him!?)

lit. must, ask, him.

chùey rôt nâ:m phăk ʔĩ:k
thi: nâ

(Will you please water the
vegetables once more?)
lit. help, put, water,
vegetables, more, once, a
particle.

SV_{tt}OI

khru: hày rəŋwan wɪnɪt

(The teacher gave Winit a
reward.)

khun hày tən phóm lê:w

(You've already given me
some money.)

thx: só:n phasá:-thai fărăn
khon náy

(Which Westerner do you
teach Siamese to?)

sawáy bố:k rùen nĩ: phóm

(Saway told me this story.)

phóm ca bố:k rakha: khon-sũ:
kổ:n

(I'm going to tell the buyer
the price first.)

tòn rôt man ʔĩ:k thi: rý

(Do we have to water them
once more?)
lit. have to, put, them,
more, once, a particle.

SV_{tt}I

khru: hày wɪnɪt

(The teacher gave it to Winit!?)
lit. teacher, give, Winit.

phanya:-khun ca ήδη phóm ʔĩ:k

(Your wife was going to give
me some again.)

chân só:n khon phó:m

(I teach the thin one.)

sawáy bố:k khun

(Saway told you!?)

khun ca bố:k khâw kổ:n rý

(You're going to tell him
first?)

Similarly the anaphoric sentence structure $SV_{tt}I$ is ⁱⁿ related_{context} with the cataphoric sentence structure $OSV_{tt}I$ in a context of mention, e.g.

<u>Cataphoric Sentences</u>	<u>Anaphoric Sentences</u>
$OSV_{tt}I$	$SV_{tt}I$
<u>khó:ŋ khâw ca thawá:y phrâ?</u> (They'll offer those things to the monks.)	<u>khâw ca thawá:y phrâ? rý</u> (Will they?) lit. they, will, offer, monk, a particle.
<u>thi: tron nfi: phuen</u> <u>khx:y bǒ:k khá:y phóm</u> (A friend of mine often offered to sell me this site.)	<u>kh-ray nâ bǒ:k khá:y khun</u> (I wonder who offered to sell you it.)
<u>raŋwan khru: ca hây dǎk thì</u> <u>sǒ:p dà:y khans:n yiem thawnân</u> (The teacher will give a prize to the pupils who got through with top marks only.)	<u>ke: mây hây thuk khon rǒk</u> (He wouldn't give it to every- one.)

3c. ^{ti} Absence of Object accompanied by Repetition
of the Double Transitive Verbum and Dif-
ferentiation of the Indirect Object of
the cataphoric sentence

This is in fact similar to the relationship described under 3a. above except that instead of having repetition of the Indirect Object of the cataphoric sentence we have here differentiation of it and the differentiation is expressed by pronominal reference within a context of interrogation. That is to say, the anaphoric sentence is related to its cataphoric sentence within the contexts of mention and interrogation simultaneously, by absence of Object accompanied by repetition of the Verbum and differentiation of the Indirect Object. This can best be illustrated by examples:

<u>Cataphoric Sentences</u>	<u>Anaphoric Sentences</u>
V _{tt} OI	V _{tt} I
<u>kamlan ca só:n phasá:-thay</u> <u>khay nâ</u>	<u>ca só:n fârăn</u>
(<u>Who are you going to teach</u> <u>Siamese to?</u>)	(<u>I'm going to teach a</u> <u>Westerner.</u>)
<u>ca pay-thá:m ruen nân khay</u>	<u>tôn thá:m chí:râ?</u>
(<u>Who are you going to ask</u> <u>about that matter?</u>)	(<u>We must ask Chira.</u>)

* See pp. 340-2.

SV_{tt}OIlêk ca hày nâm-hó:m khray(Who is Lek going to give
the perfume to?)SV_{tt}Ikɛ: ca hày fɛ:n(He's going to give it to his
girl friend.)
lit. he, to be going to, give,
girl or boy friend.thɜ: khá:y rôt khan kăw
khray(Who did you sell the old
car to?)chân khá:y phưæn(I sold it to a friend.)
lit. I, sell, friend.OSV_{tt}Itũkkata: thɜ: ca hày
khray(Who are you going to give
the doll to?)SV_{tt}Ichân yă:k hày lá:n(I'd like to give it to my
niece.)
lit. I, would like, give,
niece or nephew.thì-din plɛ:ŋ ní: lũ: khá:y
khray(Who did you sell this piece
of land to?)ʔuə khá:y khon thì yũ: khà:ŋ
bà:n(I sold it to the people who
live next door.)

4a. Absence of Indirect Object accompanied by
Repetition of the Double Transitive Verbum
of the cataphoric sentence

It has been observed that frequently there is no Indirect Object (I) after a Double Transitive Verbum (V_{tt}) which is followed by an Object (O) in a non-initiating sentence when the Indirect Object and the Verbum are "given" in a context of mention. That is to say, the anaphoric sentence is related to its cataphoric sentence by absence of Indirect Object accompanied by repetition of the Verbum (i.e. as in 3a. above). The structures of the cataphoric sentence are found to be $SV_{tt}OI$ and $OSV_{tt}I$.

Thus it may be said in terms of sentence structure, that the anaphoric sentence structure $(S)V_{tt}O$ is, in such cases, in related context with the cataphoric sentence structure $(S)V_{tt}OI$, e.g.

Cataphoric Sentences

$V_{tt}OI$

hày nưn khâu di: mây

(Shall we give them some
money?)

lit. give, money, them,
good, a particle.

chùey tɜ:m nâ:m rô:t nốy sị

(Can you put some water in
the car?)

lit. help, put, water, car,
a little, a particle.

Anaphoric Sentences

$V_{tt}O$

mây rư: ca hày ?aray

(I don't know what to give
them.)

lit. not, know, shall, give,
what.

ca tɜ:m nâm-man dùyey mây hâ?

(Would you like some petrol
too?)

lit. want, put, petrol, too,
particles.

SV_{tt}OI

kh-ray yă:k bǎ:k khă:w rā:y
khon mǎn

(Nobody wants to tell bad
news to people.)

phuen-chân mǎy khv:y sâk

ʔaray kh-ray

(My friend never questions
anybody about anything.)

SV_{tt}O

thūk khon chǎ:p bǎ:k khă:w di:

(Everybody likes telling good
news.)

khâw khon mǎy sâk ruen nī: nē:

(Certainly he wouldn't question
this.)

Similarly the anaphoric sentence structure SV_{tt}O is in related context with the cataphoric sentence structure OSV_{tt}I in a context of mention, e.g.

Cataphoric Sentences

OSV_{tt}I

kăpkhâ:w phóm ca prakhe:n
thân ʔe:n

(I'll hand the food to him
(i.e. to the monk) myself.)

lit. food, I, shall, hand,
him, self.

Anaphoric Sentences

SV_{tt}O

khun chuey prakhe:n khó:n
thawnân

(You only hand him those
things.)

thi: khâw mǎy khá:y khun rǎk

(They won't sell you the
ground.)

khâw khá:y bà:n thawnân

(They only sell you the house.)
lit. they, sell, house, only.

4b. Absence of Indirect Object accompanied by
Repetition of the Double Transitive Verbum
and Object of the cataphoric sentence

It has been observed that frequently there is no Indirect Object (I) after a Double Transitive Verbum (V_{tt}) which is followed by an Object (O) in a non-initiating sentence when the Indirect Object, the Verbum and the Object are "given" in a context of mention. That is to say, the anaphoric sentence is related to its cataphoric sentence by absence of Indirect Object accompanied by repetition of the Verbum (i.e. as in 3a. above) and by repetition of Object (i.e. either the actual repetition of the noun phrase functioning as the Object of the cataphoric sentence or the relationship as expressed in terms of noun phrase constituents*). The structures of the cataphoric sentence are found to be $SV_{tt}OI$ and OSV_{tt} .

Thus it may be said in terms of sentence structure, that the anaphoric sentence structure $(S)V_{tt}O$ is, in such cases, in related context with the cataphoric sentence structure $(S)V_{tt}OI$, e.g.

* See pp. 301 ff.

Cataphoric SentencesV_{tt}OI

chùey só:n phasá:-ʔaŋkrít
wanchay nǎy sì

(Would you be kind enough
to teach Wanchai English?)

kamlan ca khá:y bà:n khâw
 (I'm going to sell him a
house.)

Anaphoric SentencesV_{tt}O

só:n phasá:-ʔaŋkrít

(Teach English!?)

ca khá:y lán náy
 (Which one are you going to
sell?)
 lit. to be going to, sell, a
classifier, which.

SV_{tt}OI

chân ca tòn bǎ:k khǎ:w rā:y
phuen

(I'll have to tell bad news
to a friend.)

phuen-chân mày kḥ:y sāk
ʔaray kḥray

(My friend never questions
anybody about anything.)

SV_{tt}O

khun tòn bǎ:k khǎ:w rā:y

(You have to tell bad news!?)

khâw mày kḥ:y sāk ʔaray ḷ:y

(He never questions anything
at all!?)

Similarly the anaphoric sentence structure
 SV_{tt}O is in related context with the cataphoric sentence
 structure OSV_{tt}I in a context of mention, e.g.

4c. Absence of Indirect Object accompanied by
Repetition of the Double Transitive Verbum
and Differentiation of the Object of the
cataphoric sentence

This is in fact similar to the relationship described under 4a. above except that instead of having repetition of the Object of the cataphoric sentence we have here differentiation of it and the differentiation is expressed by pronominal reference within a context of interrogation*. That is to say, the anaphoric sentence is related to its cataphoric sentence within the contexts of mention and interrogation simultaneously, by absence of Indirect Object accompanied by repetition of the Verbum and differentiation of the Object. This can best be illustrated by examples:

Cataphoric Sentences

V_{tt}OI

kamlan só:n ?aray dǎk

(What are you teaching the
boy?) lit. to be .ing,
teach, what, boy.

ca làw ?aray kɛ:

(What are you going to tell
her about?)

Anaphoric Sentences

V_{tt}O

só:n re:kha:

(I'm teaching him geometry.)
 lit. teach, geometry.

ca làw n̄tha:n

(I'm going to tell her stories.)

* See pp. 340-2.

SV_{tt}OIkhâu thá:m ?aray thx:(What did he ask you about?)SV_{tt}Okhâu thá:m tha:ŋ(He asked me the way.)děk sâk ?aray mó:(What did the girl question
the doctor about?)kε: sâk rùeŋ-fan(She questioned him about
teeth.)

5. Absence of Subject

It has been observed that frequently a non-initiating sentence does not contain a Subject (S) when the Subject and the other constituent or constituents are "given" in a context of mention. That is to say, the anaphoric sentence is related to its cataphoric sentence by absence of Subject accompanied by repetition of the other constituent or constituents. The structures of the cataphoric sentence are found to be SV_tO , OSV_t , $SV_{tt}OI$ and $OSV_{tt}I$.

Thus it may be said in terms of sentence structure, that the anaphoric sentence structure V_t is, in such cases, in related context with the cataphoric sentence structures SV_tO or OSV_t in a context of mention, e.g.

Cataphoric Sentences

SV_tO

phò: khv:y ma: krunthè:p
(Father's been to Bangkok before.)

khon khô? pratu:
(Somebody's knocking at the door.)

Anaphoric Sentences

V_t

ma: lá:y khrañ lê:w rý
(Has he come several times?)
lit. come, several, time,
already, a particle.

yan khô? yũ: ĩ:k mây
(Is he still knocking?)

OSV _t	V _t
<u>krunthè:p phò: khv:y ma:</u> (Father's <u>been</u> to Bangkok <u>before.</u>)	<u>ma: lá:y khraṇ lē:w rý</u> (Has he <u>come several times?</u>)
<u>phà: nì: phuen-thv:</u> <u>khv:y chây mây</u> (Has your friend <u>ever used</u> <u>this material before?</u>)	<u>khon khv:y</u> (Probably.)

Similarly the anaphoric sentence structures V_{tt}, V_{tt}O and V_{tt}I are in related context with the cataphoric sentence structures SV_{tt}OI or OSV_{tt}I in a context of mention, e.g.

<u>Cataphoric Sentences</u>	<u>Anaphoric Sentences</u>
SV _{tt} OI	V _{tt}
<u>raw ca hây khó:ṇ khâw mây</u> (Are we <u>going to give them a</u> <u>present?</u>)	<u>hây sì</u> (We are.) lit. <u>give, a particle.</u>
	V _{tt} I
	<u>hây khâw sì</u> (Yes, we are.) lit. <u>give, them,</u> <u>a particle.</u>

SV_{tt}OI

phùen-chân mày khx:y sâk
ʔaray khray
 (My friend never questions
anybody about anything.)

V_{tt}O

mày khx:y sâk ʔaray lx:y
 (She never questions anything
at all!?)

V_{tt}

mày khx:y lx:y
 (Never!?)

SV_{tt}OI

khru: hày ranwan wînit
 (The teacher gave Winit a
reward.)

V_{tt}O

hày ranwan
 (Gave a reward!)

V_{tt}I

hày wînit
 (Gave Winit!?)

OSV_{tt}I

khà:-thîp raw tònày khâw nâ
 (We must give her a tip.)

V_{tt}

tònày khâw rý
 (Must we?) lit. must, give,
a particle.

V_{tt}I

tònày khâw rý
 (We must give her a tip?) lit.
must, give, her, a particle.

OSV_{tt}IV_{tt}O

khane:n khru: ca ma-bŏ:k raw ma-bŏ:k khane:n ʔe:n
ʔe:n

(The teacher's coming to tell (Coming to tell the marks
us the marks himself.) himself!?)

V_{tt}I

ca bŏ:k raw ʔe:n

(Tell us himself!?)

Similarly the anaphoric sentence structures which are not exclusive to non-initiating sentences, namely V_i , V_tO and $V_{tt}OI$ may be said to be in related context with the cataphoric sentence structures SV_i or V_iS , SV_tO or OSV_t and $SV_{tt}OI$ or $OSV_{tt}I$ respectively, e.g.

Cataphoric Sentences

SV_i

fón kamlan tők năk

(It's raining cats and dogs.)

lit. rain, is falling,
heavy.

sùe tue nî: ca sâk mây

(Is this blouse
to be washed?)

nâ:m cuen đũet lê:w

(The water's nearly boiling.)

kulă:p yan tu:m yũ: ?ĩ:k rý

(Are the roses still in bud?)

phò: ma-thún kǎ:n rû plă:w

(Did Father arrive first or
not?)

Anaphoric Sentences

V_i

kamlan tők năk

(Raining cats and dogs!?)

lit. is falling, heavy.

sâk

(Yes.) lit. wash.

cuen lê:w rý

(Is it?) lit. nearly, already,
a particle.

yan tu:m yũ:

(Yes they are.) lit. still,
in bud, to be ..ing.

khon ca kǎ:n

(He probably did.)
lit. probably, first.

Cataphoric SentencesV_iSta:y mây nalika:(Has the clock stopped?)khă:t lê:w mân lă:t-fay(The bulb has gone possibly.)SV_tOkanke:n puen ?aray ma(What have you got on your
trousers?)lit. trousers, stain, what,
come.khâw sũ: túe dà:y kǐ: bay(How many tickets could he
buy?)ke: khv:y ?ă:n lê:w nânşú:
lêm nî:(She's already read this
book.)Anaphoric SentencesV_imây ta:y rǎk

(No, it hasn't.)

lit. not, die, a particle.khon yan nà

(I don't think so.)

lit. probably, not yet,
a particle.V_tOkhon puen nâm-man

(Probably oil.)

lit. probably, stain, oil.dà:y sá:m bay

(He bought three.)

lit. could, three, a classifier.khv:y ?ă:n lê:w rǎ lêm nî:

(She's already read this one?)

lit. used to, read,
already, a particle, this.

OSV_t

nânsú: lè:n nî: kə:
khɤ:y ?ă:n lê:w
 (She's already read this
book.)

cốtmá:y đêk lu:m thî:n
 (The boy forgot to post a
letter.)

SV_{tt}OI

phô: kamlan ca khá:y bà:n
khâu
 (Father's going to sell him
a house.)

phùen-chân mảy khɤ:y sâk
?aray khray
 (My friend never questions
anybody about anything.)

OSV_{tt}I

khà:-thîp phî: lu:m hây khâu
?ĩ:k lê:w
 (My sister forgot to give
him a tip again.)

phùen kamlan ca khá:y thî:
tron nî: phò:
 (A friend's going to sell
this piece of land to
Father.)

V_tO

khɤ:y ?ă:n lê:w rɤ lè:n nî:
 (She's already read this one?)

lu:m thî:n cốtmá:y ?ĩ:k lê:w
 (He forgot to post a letter
again!?)

V_{tt}OI

ca khá:y lán náy khâu
 (Which one is Father going to
sell him?)

mảy khɤ:y sâk ?aray khray
 (Never questions anybody about
anything!?)

V_{tt}OI

lu:m hây khà:-thîp khâu
?ĩ:k lê:w
 (Forgot to give him a tip
again!?)

ca khá:y tron nî: phò:
 (Going to sell this to Father!?)

It is to be pointed out that sentences such as

(V _i) híw lê:w	(I'm hungry now.) lit. hungry, already.
(V _t O) ca sêu: 'aray	(What are you going to buy?) lit. to be going to, buy, what.
(V _{tt} OI) lư:m hày tan lù:k	(We forgot to give the child some money.) lit. forget, give, money, child.

are regarded as initiating on the grounds that they are readily intelligible and therefore can start a conversation. If one looks at their equivalent English translations one can see that the Subject of such sentences refers to the speaker or to the person addressed. Hence it appears to be the rule that an initiating sentence frequently does not contain a Subject (S) when the Subject refers to the speaker or to the person addressed.

6. Presence of Subject

It has been observed that frequently a non-initiating sentence contains a Subject (S) where the Subject is not "given" in a context of mention*, or where it is required as an "answer" in a context of interrogation. The structures of the cataphoric sentence are found to be SV_tO , OSV_t , $SV_{tt}OI$ and $OSV_{tt}I$.

Thus it may be said in terms of sentence structure, that the anaphoric sentence structure SV_t is, in such cases, in related context with the cataphoric sentence structures SV_tO or OSV_t . In all the examples below, the Subjects and their equivalent English translations are underlined.

a) Examples of anaphoric sentences within a context of mention which contain a Subject (S):

<u>Cataphoric Sentences</u>	<u>Anaphoric Sentences</u>
SV_tO	SV_t
<u>mè:</u> rúcăk khâw	<u>phò:</u> mây rúcăk
(<u>Mother</u> knows her.)	(<u>Father</u> doesn't.)
	lit. Father, not, know.

* In such cases the non-initiating sentence is regarded as anaphoric with regard to the other constituent or constituents, and not with regard to the Subject.

SV_tOlêk yă:k fəŋ phěn nî:(Lek would like to listen to
this one.)SV_tthx: chùey sǎy nǎy sì(Can you put it on for her?)OSV_tphěn nî: lêk yă:k fəŋ(Lek would like to listen to
this one.)SV_tthx: chùey sǎy nǎy sì(Can you put it on for her?)nûe chân ca hǎn ʔe:ŋ(I'm going to cut up the
meat myself.)kh-ray yă: hǎn nâ(Nobody else should do it.)

b) Examples of anaphoric sentences within a
context of interrogation which contain a Subject (S):

Cataphoric SentencesSV_tOkh-ray ʔaw biə mǎŋ

(Who wants beer?)

Anaphoric SentencesSV_tlêk khon ʔaw(Lek probably wants some.)
lit. Lek, probably, want.kh-ray mǎy khx:y ʔă:nchêksapie mǎŋ
(Who has never read Shake-
speare?)phuen-chân tǎŋ lá:y khonmǎy khx:y ʔă:n lx:y
(Many friends of mine have
never read any.)

OSV _t	SV _t
biə <u>khray</u> ʔaw mən̄ (<u>Who</u> wants beer?)	<u>lêk</u> khon ʔaw (<u>Lek</u> probably wants some.)
chêksapiə <u>khray</u> mən̄ khɿ:y ʔă:n mən̄ (<u>Who</u> has never read Shakespeare?)	<u>khon thì mən̄ dầy rìen ʔăksó:nsă:t</u> khon mən̄ khɿ:y ʔă:n thânnân (Probably all <u>those who haven't</u> <u>taken Arts</u> have never read any.)

Similarly the anaphoric sentence structures SV_{tt}, SV_{tt}O and SV_{tt}I are in related context with the cataphoric sentence structures SV_{tt}OI or OSV_{tt}I, e.g.

a) Examples of anaphoric sentences within a context of mention which contain a Subject (S):

<u>Cataphoric Sentences</u>	<u>Anaphoric Sentences</u>
SV _{tt} OI	SV _{tt}
<u>phóm</u> bǎ:k khanc:n dǎk lê:w (<u>I</u> 've already told the students their marks.)	<u>phóm</u> yan mən̄ dầy bǎ:k lɿ:y (<u>I</u> haven't told them yet.) lit. I, yet, not, tell, at all.
OSV _{tt} I	SV _{tt}
khanc:n <u>phóm</u> yan mən̄ dầy bǎ:k dǎk lɿ:y (I haven't yet told the students their marks.)	<u>khun</u> bǎ:k lê:w rý (Have <u>you</u> ?)

SV_{tt}OI

phùen hày nâṅsú: lèm nî: nít
(A friend gave Nit this
book.)

OSV_{tt}I

nâṅsú: lèm nî: phùen hày nít
(A friend gave Nit this
book.)

SV_{tt}OI

khun hày taṅ phóm lê:w
(You've already given me
some money.)

OSV_{tt}I

taṅ khun hày phóm lê:w
(You've already given me
some money.)

SV_{tt}O

chân hày ?ĩ:k lèm nunṅ
(I gave her another one.)

SV_{tt}O

nâ: hày ?ĩ:k lèm nunṅ
(Auntie gave her another one.)

SV_{tt}I

phanya:-khun ca hày phóm ?ĩ:k
(Your wife was going to give
me some again.)

SV_{tt}I

phanya:-khun ca hày phóm ?ĩ:k
(Your wife was going to give
me some again.)

b) Examples of anaphoric sentences within a
context of interrogation which contain a Subject (S):

Cataphoric Sentences

SV_{tt}OI

khay kh:y só:n nâṅsú: dẽk
mànṅ
(Who among you have given
lessons to children?)

Anaphoric Sentences

SV_{tt}

phóm kh:y
(I have.) lit. I, used to.

OSV_{tt}Inânsú: lêm nî: kh-ray hây thv:

(Who gave you this book?)

SV_{tt}khru:-yăy hây(The Headmaster gave it to me.)
lit. Headmaster, give.SV_{tt}OIkh-ray ca thawá:y ?aray thàn
măn(Is somebody going to offer
him (i.e. the monk) some-
thing?) lit. who, to be
going to, offer, what, him,
some.SV_{tt}Ochân ca thawá:y nvn(I'm going to offer him some
money.) lit. I, to be going
to, offer, money.OSV_{tt}Ikăpkhà:w kh-ray ca prakhe:n
thàn(Who's going to hand the
food to him (i.e. the
monk)?)SV_{tt}Ophóm ca prakhe:n ?e:η kăpkhà:w(I'm going to hand the food
myself.)SV_{tt}OIkh-ray bǎ:k rùen nî: thv:

(Who told you this?)

SV_{tt}Ikhon thì yǎ: khà:η bà:n
bǎ:k chân(The man who lives next door
told me.)OSV_{tt}Irùen nî: kh-ray bǎ:k thv:

(Who told you this?)

SV_{tt}Ikhon thì yǎ: khà:η bà:n
bǎ:k chân(The man who lives next door
told me.)

Inter-sentence relations expressed in terms of the
sentence constituents P and A

Having dealt with sentences whose structures are exclusively non-initiating, in terms of Primary sentence constituents, we can now turn to a further two kinds of sentence the structure of which is also exclusively non-initiating. Since one of such sentences may be dealt with in terms of Secondary sentence constituents or Adjuncts (A), it is necessary to postulate only one special constituent which will be referred to as P, viz.,

1. Sentences of the structure P

These are sentences whose only constituent is a particle or a group of particles. Such sentences will, upon examination, always be found to be in related context with a relevant cataphoric sentence in a context of mention or of interrogation, e.g.

Cataphoric Sentences

Anaphoric Sentences

Within the Context of Mention

1a. chùey sǎŋ klwə nǎy
(Pass the salt please.)

1b. khá
(I beg your pardon?)

2a. fón tǒk lê:w
(It's raining now.)

2b. rý khâ
(Is it?)

3a. nít
(Nit!)

3b. khá:
(Yes?)

4a. mề: cá:
(Mother!)

4b. cá:
(Yes?)

Within the Context of Interrogation

5a. khà:w sũk lê:w rý
(Is the rice cooked?)

5b. khà
(Yes.)

6a. khun hén chât rý hâ?
(Can you see all right?)

6b. hà
(Yes.)

7a. yă: lw:m thĩn cõtmá:y nâ
(Don't forget to post
the letter, will you?)

7b. câ
(No, I won't). lit. yes.

2. Sentences of the structure A

These are sentences whose only constituent is an Adjunct (or Secondary sentence constituent), with or without particles. Such sentences will, upon examination, always be found to be in related context with a relevant cataphoric sentence in a context of interrogation, e.g.

Cataphoric Sentences

1a. pắkka: yũ: náy
(Where's the pen?)

Anaphoric Sentences

1b. nay lĩnchâk
(In the drawer.)

- | | |
|--|--|
| 2a. ca nàŋ thì náy
(Where are you going to
sit?) | 2b. <u>thì kàw'ì: tue nân</u>
(<u>On that chair.</u>) |
| 3a. sũ:-ma cǎ:k náy
(Where did you buy it
from?) | 3b. <u>cǎ:k talǎ:t hà</u>
(<u>From the market.</u>) |
| 4a. khâw kamlaŋ phũ:t ka
khray
(Who's she talking to?) | 4b. <u>ka khru:</u>
(<u>To a teacher.</u>) |
| 5a. ca kin kǎp 'aray
(What are we going to
have it with?) | 5b. <u>kǎp kɛ:ŋ-cũ:t nà si</u>
(<u>With soup, of course.</u>) |
| 6a. khun ma-thuŋ mùə rǎy
(When did you arrive?) | 6b. <u>mùə wa:n hâ?</u>
(<u>Yesterday.</u>) |
| 7a. thɿ: ca sǎ:p mùə rǎy
(When is your exam?) | 7b. <u>phrũn nĩ: cà</u>
(<u>To-morrow.</u>) |
| 8a. ca du: khu:n náy
(Which night are we going
to see it?) | 8b. <u>khu:n nĩ:</u>
(<u>To-night.</u>) |
| 9a. pay-sũ: khó:ŋ tɔ:n náy
(When did you go
shopping?) | 9b. <u>tɔ:n châ:w</u>
(<u>In the morning.</u>) |

In all the examples above, the elements of which the Adjuncts are composed are underlined together; the particles are underlined separately (see exx. 3b, 5b, 6b and 7b).

2a. ca tɤ:m klwə nay náy

(Where shall I put the
salt?)

lit. Where in shall I
put the salt?

2b. nay kɛ:ŋ-kǎy

(In the chicken curry.)

3a. khâw tàntòn cǎ:k náy

(Where did they start
from?)

3b. tàntòn cǎ:k sathá:ni:

(They started from the
station.)

4a. rôť cǎ:t thì náy

(Where's the car parked?)

4b. cǎ:t nà: bà:n

(It's parked in front of
the house.)

5a. sũ:-ma cǎ:k náy

(Where did you buy it
from?)

5b. sũ:-ma cǎ:k talǎ:t

(I bought it from the
market.)

In the above examples the underlined locational phrase in sentence b may be related to the underlined locational phrase in sentence a .

Temporal Phrase Repetition

Certain sequences of sentences may be said to be in related context with one another in a context of interrogation by reason of the relationship between a temporal phrase in the cataphoric sentence and a temporal phrase in

the ensuing anaphoric sentence or sentences. This relationship will be referred to as "temporal phrase repetition", and is illustrated in the examples below.

Cataphoric Sentences

Anaphoric Sentences

1a. khun ma-thuŋ mùə rǎy
(When did you arrive?)

1b. phóm ma-thuŋ mùə wa:n
(I arrived yesterday.)

2a. thx: ca sǎ:p mùə rǎy
(When is your exam?)

2b. phrùn nǐ:
(To-morrow.)

3a. ca pay-sû: khó:ŋ tɔ:n náy 3b. tɔ:n châ:w
(When shall we go shopping?) (In the morning.)

4a. khâw mà:y saba:y wan náy 4b. khâw mà:y saba:y wan can
(What day was it when she (She was ill on Monday.)
was ill?)

5a. yǎ:k du: khú:n náy 5b. yǎ:k du: khú:n nǐ:
(Which night would you (I'd like to see it
like to see it?) to-night.)

In the above examples the underlined temporal phrase in sentence b may be related to the underlined temporal phrase in sentence a .

CHAPTER IX

INTER-SENTENCE RELATIONS

AS EXPRESSED IN PHRASE STRUCTURE

The patterns of phrase structure described so far (in Chapter III) have all been appropriate to those occurring in initiating sentences. There may be found in many cases phrases occurring in a non-initiating sentence which are of the same structure, but in such cases there is no formal difference to be stated in terms of phrase constituents, the formal difference between non-initiating and initiating sentences lying at some other stage of analysis, which is dealt with in the appropriate chapter.

There are, however, a number of phrase structures which are exclusive to non-initiating sentences, viz.,

Noun Phrase Structures

1. M_1
2. Q
3. D
4. $M_1 Q$
5. $Q M_1$
6. $M_1 D$
7. $Q D$

Verb Phrase Structures

1. M
2. $M \text{ Aux}_2$
3. Aux_1
4. $\text{Aux}_1 \text{ Aux}_2$
5. $\text{Aux}_1 M$
6. $\text{Aux}_1 M \text{ Aux}_2$
7. $\text{Aux}_1 M \text{ Aux}_2$

Noun Phrase Structures (cont.)

- | | |
|---------------|-------------------|
| 8. D Q | 17. $M_i Q M_a$ |
| 9. $M_i Q D$ | 18. $Q M_i M_a$ |
| 10. $M_i D Q$ | 19. $M_i D M_a$ |
| 11. $Q M_i D$ | 20. $Q D M_a$ |
| 12. M_a | 21. $D Q M_a$ |
| 13. $M_i M_a$ | 22. $M_i Q D M_a$ |
| 14. $Q M_a$ | 23. $M_i D Q M_a$ |
| 15. $M_a Q$ | 24. $Q M_i D M_a$ |
| 16. $D M_a$ | |

Such phrases will, upon examination, always be found to be in related context with those of a cataphoric sentence in a context of mention or in the contexts of mention and interrogation simultaneously. We may thus state the relationship between such sentences, as expressed in phrase structure, by relating the phrase constituents of anaphoric sentences to those of the relevant cataphoric sentences. The means by which this relationship is established is summarized in the following sections.

Noun Phrase Structures

In terms of noun phrase constituents the relationship between sentences in a sequence may be expressed in the following ways:

(- within the context of mention)

a) By absence of the Head in the relevant noun phrase in the anaphoric sentence

(- within the contexts of mention and interrogation simultaneously)

b) By absence of the Head in the relevant noun phrase in the anaphoric sentence accompanied by "numeral reference"¹

c) By absence of the Head in the relevant noun phrase in the anaphoric sentence accompanied by "determinative reference"²

Verb Phrase Structures

In terms of verb phrase constituents the relationship between sentences in the sequence may be expressed as follows:

(- within the context of mention)

By absence of the Nucleus in the relevant verb phrase in the anaphoric sentence

1 See pp. 351-2.

2 See pp. 353-4.

a) Absence of the Head

It has been observed that when a noun phrase in a non-initiating sentence refers to what is "given" in a context of mention frequently it does not contain the Head (H). That is to say, the anaphoric sentence is related to its cataphoric sentence by absence of the Head in the relevant noun phrase.

Thus it may be said that all the noun phrase structures which are exclusive to non-initiating sentences as described above must be related to a noun phrase in the relevant cataphoric sentence in a context of mention. In the examples below, the relevant noun phrases are underlined.

<u>Noun Phrases in Cataphoric Sentences</u>	<u>Related Noun Phrases in Anaphoric Sentences</u>
<u>H</u>	<u>M₁</u>
yă:k dà:y <u>phrâk</u> (I'd like to have some <u>chillies</u> .)	khó: <u>mêt dɛ:ŋ</u> dùey nâ (Do give me the <u>red ones</u> as well.)
chùey pay-sû: <u>malakɔ: nɔ̃y</u> (Will you go and buy some <u>papayas</u> ?)	lùek <u>lù:k sũksũk</u> (Choose the <u>ripe ones</u> .)

Noun Phrases in
Cataphoric Sentences

H

khó: nâ:m nǎy

(Give me some water.)

mi: khém-sòn-pla:y mǎn mây

(Have you got any safety
pins?)

H

kamlǎŋ ca khá:y bà:n khǎw

(I'm going to sell him a
house.)

ʔaw mì:t ma dǔey

(Bring a knife as well.)

H

mana:w mi: ʔǐ:k mây

(Are there any more lemons?)

chǔey pay-sû: termo: nǎy sǐ

(Can you go and buy some
melons?)

Related Noun Phrases
in Anaphoric Sentences

Q

kê:w nun pho: mây

(Is a glass enough?)

mi: yǔ: tue diew

(I have only one.)

D

ca khá:y lǎn náy

(Which one are you going to
sell?)

ʔaw lèm thì khom nǎy nâ

(Bring the sharp one, will you?)

N₁Q

mi: lù:k lēk ʔǐ:k lù:k nun

(There's only one small one.)

lùək lù:k nǎknǎk sǎk só:ŋ lù:k

(Choose two heavy ones.)

Noun Phrases in
Cataphoric Sentences

H

nưê ca pho: rý

(Is the meat enough?)

raw yaŋ mi: kafɛ: ʔĩ:k yê?
mây
(Have we got plenty of
coffee?)

H

ron-thâ:w khă:t mốt lê:w

(The shoes have all been
worn out.)

dinsó: thù: thâpnân
(The pencils are all thick.)

H

chùey luen kàwʔi: nǒy
(Could you help move the
chairs please?)

rôt nâ:m tòn-mâ:y mốt lê:w
rý
(Have you watered all the
trees?)

Related Noun Phrases
in Anaphoric Sentences

Q M₁

tàn só:ŋ chín bừừ: nế?

(We have two big pieces.)

mi: sá:m kapón lêk
(We have three small tins.)

M₁D

khù: măy nàn dùey
(That new pair as well?)

thên ya:w thì phừŋ láv là
(What about the long one
which has just been sharpened?)

Q D

só:ŋ tue rê:k nàn lế?
(Those first two.)

yaŋ lúe sá:m tòn nĩ: thâpnân
(There are only these three
left.)

Noun Phrases in
Cataphoric Sentences

H

raw tồŋ há: ca:n ma ʔĩ:k
(We must find some more
plates.)

rồŋ kamlaŋ ma: yʔʔ
(A lot of buses are coming.)

H

ca pay-du: nâŋsú: kǝ:n
(I'll go and have a look at
the books.)

ron-thâ:w khǎ:t mǝt lê:w
(The shoes have all been
worn out.)

H

sùe rì:t mǝt lê:w
(You have ironed all the
shirts, have you?)

khun khʏ:y hén lù:k-khâw mǝŋ
mây
(Have you ever seen
their children?)

Related Noun Phrases
in Anaphoric Sentences

D Q

chût nĩ: chût diew mǝy pho:
(Just this set is not enough.)

nò:n ʔĩ:k sá:m khan
(Three more over there.)

M₁Q D

lèm ná: só:ŋ lèm nĩ: yu:m dà:y
mây
(Can these three thick ones
be borrowed?)

khù: mǝy só:ŋ khù: thì phỳŋ sũ:
la
(What about the two new pairs
which have just been bought?)

M₁D Q

lúe tue khá:w nĩ: ʔĩ:k tue diew
(I've got this white one only.)

khʏ:y hén khon to:
thì khàw ronriên lê:w khon nũŋ
(I've seen one, the big one
who goes to school already.)

Noun Phrases in
Cataphoric Sentences

H

nũe mi: ʔĩ:k yɛʔ mây

(Is there plenty more meat?)

chũey pay-yĩp làu ma nỹy nâ

(Can you go and fetch some
spirits?)

Related Noun Phrases
in Anaphoric Sentences

Q M₁D

mi: só:ŋ chĩn yǎy nĩ: thàwnân

(Only these two big pieces.)

ʔaw só:ŋ khũet yǎy thĩ pỹ:t lê:w
nâ

(Take the two big bottles
which are already open.)

H M₁

ca:n bay yǎy chây dà:y mây

(Will the big plate do?)

rɔŋ-thâ:w khũ: mǎy yaŋ kǎt
yũ:

(The new shoes are still
hurting.)

M₁

ʔaw bay lêk hɛʔ

(You'd better take the
small one.)

khũ: kǎw kamləŋ sòm

(The old ones are being
repaired.)

H M₁

sũe tue mǎy ca rĩ:t

(The new blouse is to be
ironed.)

Q

ʔĩ:k só:ŋ tue ca sâk

(The other two are to be
washed.)

yǎ:k khá:y rôt khan kǎw sĩe

(I'd like to sell the old
car now.)

mi: khan diəw pho: lê:w

(One car is enough.)

Noun Phrases in
Cataphoric Sentences

H Q

khà:w mò: diəw khonj mạy pho: hún ?ĩ:k mò: nunj thǎ?
(A pot of rice probably won't (Do cook another pot!)
be enough.)

khùn rôt khan lánj nâ
(Shall we take the next
bus?)

H Q

khó: chō:n sâk ?an
(Give me a spoon.)

yă:k dà:y klùəy sâk só:n wí:
(I'd like to have
two bunches of bananas.)

H Q

raw tōn chây tənkwā:
lā:y lù:k
(We have to use many
cucumbers.)

Related Noun Phrases
in Anaphoric Sentences

Q

khan nà: khon nèn
(The one in front is crowded.)

D

?an nî: dà:y mây
(Will this one do?)

?aw wí: thî sũksũk nǎy
(Pick the ones which are ripe.)

M₁ Q

sũ: lù:k toto: sâk hà:-hǎk lù:k
(Get five or six big ones.)

H Q

phóm đũ:m biə khǔet diəw
(I've drunk only a bottle of
beer.)

Q M₁

lêk đũ:m tàn sá:m khǔet yǎy
(Lek has drunk three
big bottles.)

Noun Phrases in
Cataphoric Sentences

H D

sùe tue nî: lúem caŋ

(This blouse is very loose.)

kapáw bay nân cuen khă:t
lê:w

(That suitcase is nearly
torn.)

H D

nânsú: lêm nî: ca ʔaw mây

(Do you want this book?)

mî:t thì mè: phỷŋ sũ:-ma
khom caŋ

(The knife which Mother has
just bought is very sharp.)

H D

nalika: ruen nî: yaŋ châ
dà:y

(This clock can still be
used.)

nânsú: lêm thì ʔă:n lê:w
kếp-siê

(Do put away the books
which you've read!)

Related Noun Phrases
in Anaphoric Sentences

M_i

tue lúenŋ kamlaŋ di:

(The yellow one is just right.)

chây bay mǎy thǎ?

(Do use the new one!)

Q

ʔĩ:k lêm là

(What about the other one?)

ʔĩ:k lêm nun thũ:-siê lê:w

(The other one is blunt now.)

D

ruen nân sì yê: mà:k lê:w

(That one is almost no good.)

lêm thì yaŋ mà yày ʔă:n
thĩŋ-wây kǎ:n

(Leave those which you haven't
read for the time being!)

Noun Phrases in
Cataphoric Sentences

H D

rɔŋ-thâ:w khù: nî: đẽk sǎy
mây dà:y lê:w
(The child can't wear
this pair of shoes now.)

Related Noun Phrases
in Anaphoric Sentences

M_iQ

ke: kamləŋ chây khù: đe:n
khù: diəw
(She's using the red pair only.)

Noun Phrases in
Cataphoric Sentences

H

nâṅsú: di: thânnân

(The books are all good.)

H

khâw ʔă:n nâṅsú: rew ʔăk

(He reads very fast.)

lit. he, read, book, fast
very.

H

nalika: ta:y mốt

(All the clocks have
stopped.)

H

sùe-chân lúem mốt lê:w

(My dresses are all loose
now.)

Related Noun Phrases
in Anaphoric Sentences

M_a

tě: sűenmà:k ya:w lúe kɣ:n

(But most of them are extremely
long.)

Q M_a

só:ŋ lè̃m thammada: pă:n nĩ: khâw
ʔă:n cǒp lê:w

(He would have finished reading
two by now, normally.)

M_i M_a

lúe tể: ruen yăy nay hò̃n thó:ŋ

(There's only the big one in
the hall which is still
working.) lit. remain, only,
the big one, in the hall.)

Q D M_a

só:ŋ tue nĩ: mùe kǒ:n sǎy phodi:

(Formerly these two fitted me
nicely.)

Noun Phrases in
Cataphoric Sentences

H

kulă:p mà y khò y mi: dǔ:k sĭə
lɜ:y mǔ: nĭ:

(There's hardly any bloom on
the rosetrees these days.)

Related Noun Phrases
in Anaphoric Sentences

Q M_iD M_a

sá:m tòn yǎ y nĭ: mùə kǔ:n mi:
dǔ:k yĕ?

(There were a lot on these
three big ones formerly.)

H M_a

kǎpkhà:w mùə wá:n ʔarǔy di:
(Yesterday's food was quite
nice.)

ʔakǎ:t tɔ:n klan̩khu:n mǎkca
ná:w cǎt

(The weather at night tends
to be very cold.)

cǔtmá:y cǎ:k nĭ: rew
(The mail from here is
quick.)

nân sú: thĭ nĭ: mi: yĕ?
(There are a lot of books
here.)

M_a

wan nĭ: mà y khò y ʔarǔy
(To-day's is not so nice.)

tɔ:n klan̩wan khò y yan̩chùə
(It's better during the day.)

cǎ:k bà:n chā: ʔǎk
(From home it's very slow.)

tě: do:ymà:k pen tamra:-rien
(But the majority of them are
text books.)

Noun Phrases in
Cataphoric Sentences

H Q

wan nĩ: tòn sỏn cỏtmá:y
?ĩ:k sắk chabắp
(To-day I must send another
letter.)

H Q

khó: khém ?ĩ:k lèm sì
(Give me another needle.)

raw tòn há: rỏt ?ĩ:k kỷ:
khan
(How many more cars do we
have to get?)

H Q

raw tòn há: rỏt ?ĩ:ksắk khan
(We must find another car.)

Related Noun Phrases
in Anaphoric Sentences

D Q M_a

thì sỏn-pay chabắp rẻ:k
nà:'klue há:y
(I'm afraid the first one
which I sent was lost.)

M₁Q M_a

lèm lẻk lèm nun mùe kỉ: hắk
sỉe lẻ:w
(The small one I had just now
is broken.)

khan yắy khan nun pỏkkatỉ?
nà:y dà:y hỏk khon
(A big one can normally take
six people.)

M₁D Q M_a

khan lẻk nỉ: khan diẻw
nà:'klue mảy phỏ:
(I'm afraid this small one
alone is not enough.)

Noun Phrases in
Cataphoric Sentences

H D

rôt khan nân khăp rew đi:

(That car is going fast all
right.)

H D

nũe chĩn nĩ: ca kếp-wây
thò:t

(I'll keep this piece of
meat for frying.)

H D

thanón sá:y nĩ: mi: rôt yê?
wan nĩ:

(This road is full of cars
to-day.)

Related Noun Phrases
in Anaphoric Sentences

Q M_a

khan nà: mũe kĩ: khăp châ:
lúekv:n

(The one in front just now was
awfully slow.)

Q M_iM_a

só:ŋ chĩn yăy nay ca:n ca tham
'aray đi:

(What shall we do with the two
big pieces in the plate?)

M_iQ D M_a

sá:y yăy só:ŋ-sá:m sá:y nân
pőkkatĩ? mi: yê? yũ: lê:w

(Those two or three main ones
usually are.)

b) Absence of the Head accompanied by "numeral reference"

When two sentences are related within the context of interrogation in terms of particular lexical items by "numeral reference"*, it is found that in terms of phrase constituents the relationship between such sentences may be expressed by absence of the Head (H) in the relevant noun phrase in the anaphoric sentence when the noun phrase refers to what is "given" in a context of mention. In such cases, the anaphoric sentence is in related context with its cataphoric sentence within the contexts of mention and interrogation simultaneously, by absence of the Head in the relevant noun phrase and by "numeral reference". The relevant noun phrase structures in the cataphoric sentence are found to be those in which the Quantifier (Q) is the last constituent, namely H Q and H M_iQ.

Thus it may be said that the noun phrase structure H Q is, in such cases, related to the noun phrase structures Q, M_iQ, Q D, D Q and M_iD Q occurring in the relevant anaphoric sentence. In the examples below, the relevant noun phrases are underlined.

* See pp. 351-2.

Noun Phrases in
Cataphoric Sentences

H Q

ca ʔaw kè:w kǐ: bay
(How many glasses do you
want?)

thv: mi: dinsó: kǐ: thən
(How many pencils have you
got?)

H Q

ca chây mana:w kǐ: lù:k
(How many lemons are we
going to use?)

khun dǔ:m bie kǐ: khǔet
lê:w
(How many bottles of beer
have you drunk?)

H Q

khâw mi: lù:k kǐ: khon
(How many children have they
got?)

thv: tòn ʔă:n nânsú:
ʔǐ:k kǐ: lèm
(How many more books do you
have to read?)

Related Noun Phrases
in Anaphoric Sentences

Q

sâk sá:m bay
(Three.)

mi: thən diəw
(I have only one.)

MiQ

chây lù:k lêk sâk sá:m lù:k
(We'll use three small ones.)

khǔet yăy khǔet diəw
(Just one big bottle.)

D Q

khon nǐ: khon diəw
(Just this one.)

lèm nân ʔǐ:k lèm diəw
(Just one more i.e. that one.)

Noun Phrases in
Cataphoric Sentences

H Q

khâw ca khò:n tòn-mâ:y
kĩ: tòn

(How many trees are they
going to cut down?)

ca 'aw kàw'i: sâk kĩ: tue
(How many chairs do you
want?)

H Q

khâw mi: rôt kĩ: khan

(How many cars has he got?)

ca tòn rì:t sùe 'ĩ:k kĩ: tue
(How many more shirts do you
have to iron?)

Related Noun Phrases
in Anaphoric Sentences

Q D

khâw ca khò:n só:n tòn nĩ:
thàwnân

(They are going to cut down
these two only.)

'aw sá:m tue nân thàwnân
(I want those three only.)

M₁D Q

khâw mi: khan lêk nĩ:
khan diêw

(He has this small one only.)

tue khá:w nân 'ĩ:k tue diêw
(Just that one i.e. the white
one.)

Similarly the structure H M₁Q is related to the noun phrase structures Q, Q D and D Q occurring in the relevant anaphoric sentence, e.g.

Noun Phrases in
Cataphoric Sentences

H M₁Q

ca lâ:ŋ ca:n yăy sâk kǐ: bay
(How many big plates shall
I wash?)

raw mi: mô: lēk kǐ: bay
(How many small pots do we
have?)

H M₁Q

mi: krađă:t ba:ŋ kǐ: phěn
(How many sheets of thin
paper are there?)

dà:y phà:-pu:-tô? phú:n ya:w
long kǐ: phú:n
(How many tablecloths could
you get?)

H M₁Q

mi: sùe khá:w kǐ: tue
(How many white blouses have
you got?)

ca khien cốtmá:y ʔǐ:k kǐ:
long chabăp
(How many more letters are
you going to write?)

Related Noun Phrases
in Anaphoric Sentences

Q

lâ:ŋ sâk sǐ: bay
(Four.)

mi: yǔ: sá:m bay
(We have three.)

Q D

mi: sǐp phěn nân thawnân
(There are only those ten.)

dà:y só:ŋ phú:n nǐ: thawnân
(I got only these two.)

D Q

mi: tue nân tue diew
(I've got that one only.)

ca khien chabăp nǐ:
ʔǐ:k chabăp diew
(I'll write just this one.)

c) Absence of the Head accompanied by
"determinative reference"

When two sentences are related within the context of interrogation in terms of particular lexical items by "determinative reference"*, it is found that in terms of phrase constituents the relationship between such sentences may be expressed by absence of the Head (H) in the relevant noun phrase in the anaphoric sentence when the noun phrase refers to what is "given" in a context of mention. In such cases, the anaphoric sentence is in related context with its cataphoric sentence within the contexts of mention and interrogation simultaneously, by absence of the Head in the relevant noun phrase and by "determinative reference". The relevant noun phrase structures in the cataphoric sentence are found to be H D, H M_iD H D Q and H Q D.

Thus it may be said that the noun phrase structure H D is, in such cases, related to the noun phrase structures M_i, Q, D, M_iQ, Q M_i M_iD, Q D, D Q, M_iQ D, M_iD Q, Q M_iD, M_a, M_iM_a, Q M_a, M_iQ M_a and Q M_iM_a occurring in the relevant anaphoric sentence. In the examples below, the relevant noun phrases are underlined.

* See pp. 353-4.

<u>Noun Phrases in Cataphoric Sentences</u>	<u>Related Noun Phrases in Anaphoric Sentences</u>
<u>H D</u> <u>thv: chò:p kapáw bay náy</u> (<u>Which suitcase</u> do you like best?)	<u>M_i</u> <u>chân chò:p bay lêk</u> (I like the <u>small one.</u>)
	<u>Q</u> <u>chò:p bay rè:k</u> (I like the <u>first one.</u>)
	<u>D</u> <u>bay nî:</u> (<u>This one.</u>)
<u>H D</u> <u>nânsú: lè̃m náy há:y</u> (<u>Which book</u> is missing?)	<u>M_i</u> <u>lè̃m mǎy</u> (<u>The new one.</u>)
	<u>D</u> <u>lè̃m thì phũen hày</u> (<u>The one which my friend</u> <u>gave me.</u>)
<u>H D</u> <u>ca ʔaw nânsú: lè̃m náy</u> (<u>Which book</u> do you want?)	<u>M_iD</u> <u>lè̃m ná: nân</u> (<u>That thick one.</u>)
<u>H D</u> <u>thv: só:n phasá:-thai</u> <u>fẫrǎ̃n khon náy</u> (<u>Which Westerner</u> do you teach Siamese to?)	<u>M_i</u> <u>chân só:n khon phó:m</u> (I teach the <u>thin one.</u>)
<u>H D</u> <u>ca thò:t nũe chĩn náy mǎn</u> (<u>Which pieces</u> of <u>meat</u> are to be fried?)	<u>Q D</u> <u>só:̃n chĩn nî:</u> (<u>These two.</u>)

Noun Phrases in
Cataphoric Sentences

Related Noun Phrases
in Anaphoric Sentences

Q M_i số:η chín yăy

(The two big pieces.)

Q M_iD thờ:t số:η chín yăy nì:

(We'll fry these two
big pieces.)

H D ca sòm kàw?ì: tue náy măn

(Which chairs do you want
to be repaired?)

Q D ca sòm số:η tue nĩ:

(I want these two to be
repaired.)

D Q tue nĩ: tue diew

(Just this one.)

M_iQ tue tìe tue diew

(Just the low one.)

M_iQ D tue tìe số:η tue nân

(Those two low ones.)

M_iD Q tue tìe nân tue diew

(Just that low one.)

H D yă:k dà:y nân sù:-phim
wàn náy

(Which day's papers would
you like to get?)

M_a mùe wa:n

(Yesterday's)

<u>Noun Phrases in Cataphoric Sentences</u>	<u>Related Noun Phrases in Anaphoric Sentences</u>
H D ca kè: <u>nalika: ruən náy</u> (Which <u>clock</u> do you want to have repaired?)	<u>M₁M_a</u> <u>ruən yǎy náy hən shó:η</u> (The <u>big one</u> in the <u>hall</u> .)
H D do:n <u>rôt khan náy</u> (Which <u>car</u> did we hit?)	<u>Q M_a</u> <u>khan nà: mưə kí:</u> (The <u>front one</u> <u>just</u> <u>now</u> .)
H D ca thò:t <u>mưə chin náy mən</u> (Which <u>pieces</u> of meat are to be fried?)	<u>M₁Q M_a</u> <u>chin yǎy só:η chin</u> <u>mưə kí:</u> (The <u>two big pieces</u> I showed you <u>just now</u> .)
	<u>Q M₁M_a</u> <u>só:η chin yǎy náy ca:n</u> (Two <u>big pieces</u> <u>in the plate</u> .)

Similarly the structure H M₁D is related to the noun phrase structures Q, D, Q D, D Q, Q M_a and D M_a occurring in the relevant anaphoric sentence, e.g.

<u>Noun Phrases in Cataphoric Sentences</u>	<u>Related Noun Phrases in Anaphoric Sentences</u>
H M ₁ D thx: kamlan phù:t thún <u>bà:n yǎy lán náy</u> (Which <u>big house</u> are you talking about?)	<u>Q</u> <u>lán rề:k</u> (The <u>first one</u> .)
	<u>D</u> <u>lán nō:n nè</u> (The <u>one over there</u> .)

Q M_a lán thissó:n tron húa
 (The second one round
the corner.)

D M_a lán thì khâw phên sà:n
sét tron hue thanón
 (The one which they've
just finished building
round the corner.)

H M_iD thv: chò:p tũk yăy
lán náy măn
 (Which of the big
buildings do you like?)

Q D só:n lán nô:n
 (The two over there.)

D Q lán nĩ: lán diew
 (Just this one.)

In the same way, the structure H D Q is related to the noun phrase structures M_i, D, M_iD, and M_iM_a occurring in the relevant anaphoric sentence, e.g.

Noun Phrases in
Cataphoric Sentences
H D Q ca ?aw rôt khan náy
?ĩ:k khan nưn di:
 (Which of the other cars
 shall we take?)

Related Noun Phrases
in Anaphoric Sentences
Q M_i ?aw khan yăy sì
 (Why not the big one?)
D khan nĩ: dà:y mây
 (Will this one do?)
M_iD khan yăy năn mây dà:y rĩ
 (Won't that big one do?)

M_iM_a ?aw khan yăy thì bà:n
mây

(Shall we take the
big one at home?)

Again, in the same way, the structure Q D is related to the noun phrase structures Q M_i, Q D, Q M_iD, Q M_iM_a, Q D M_a and Q M_iD M_a occurring in the relevant anaphoric sentence, e.g.

Noun Phrases in
Cataphoric Sentences

H Q D thv: kamlan phù:t thún
bà:n số:η lán này
(Which two houses are
you talking about?)

Related Noun Phrases
in Anaphoric Sentences

Q M_i kamlan phù:t thún
số:η lán lēk
(I'm talking about the
two small ones.)

Q D số:η lán nân
(Those two.)

Q M_iD số:η lán yày nò:n
(The two big ones over
there.)

Q M_iM_a kamlan phù:t thún
số:η lán yăy tron húa
thanón
(I'm talking about the
two big ones
round the corner.)

H Q D thx: kamlan phũ:t
 thũn tũk số:η lán náy
 (Which two buildings
 are you talking about?)

Q D M_a số:η lán thì khâu
 phũn sà:η sết tron
 húe thanón
 (The two round the
 corner which they
 have just finished
 building.)

Q M_iD M_a số:η lán yăy
 thì khâu kamlan sà:η
 tron húe thanón
 (The two big ones
 round the corner
 which they are
 building.)

Verb Phrase Structures

Absence of the Nucleus

It has been observed that when a verb phrase in a non-initiating sentence refers to what is "given" in a context of mention frequently it does not contain the Nucleus. That is to say, the anaphoric sentence is related to its cataphoric sentence by absence of the Nucleus in the relevant verb phrase.

Thus it may be said that all the verb phrase structures which are exclusive to non-initiating sentences as described above (see p.300) must be related to a verb phrase in the relevant cataphoric sentence in a context of mention. In the examples below, the verb phrases are underlined.

<u>Verb Phrases in</u> <u>Cataphoric Sentences</u>	<u>Related Verb Phrases</u> <u>in Anaphoric Sentences</u>
<u>Nuc M</u>	<u>M</u>
pǎkka: yǔ: thǐ náy (<u>Where's</u> the pen?)	náy lǐnchak (<u>In the drawer.</u>)
ca kǐn kǎp ʔaray (<u>What</u> are we going to have it <u>with</u> ?)	kǎp ke:ŋ-cǔ:t (<u>With soup.</u>)
thɿ: ma: dà:y wan náy (On <u>which day</u> <u>can</u> you <u>come</u> ?)	wan can nà: (<u>Next Monday.</u>)

Verb Phrases in
Cataphoric Sentences

náy chá:y kǐ: chùemo:n
(How many hours does the
film last?)

khun ma-thu:n mùe rǎy
(When did you arrive?)

khém-klăt há:y mùe rǎy
(When did you lose your
brooch?)

Nuc M

thv: sǒ:p mùe rǎy
(When do you take your
exams?)
lit. you, take exams,
when.

thǒpfì: yǔ: nay línchâk
(The toffees are in the
drawer.)

khruen-bin ʔǒ:k
to:n klan̄khu:n
(The plane leaves at night.)

Related Verb Phrases
in Anaphoric Sentences

ra:w sǒ:n chùemo:n
(About two hours.)

mùe châ:w
(This morning.)

ʔathít thì lê:w múnken
(Last week as well.)

M Aux₂

phrùn nf: lê:w
(To-morrow.)
lit. to-morrow, already.

nay línchâk ʔǐ:k lê:w
(In the drawer again!?)
lit. in the drawer again,
already.

to:n klan̄khu:n ʔǐ:k lê:w
(At night again!?)

Verb Phrases in
Cataphoric Sentences

Nuc M

phồ: ma-thuấn kổ:n rủ plă:w
(Did father arrive first or
not?)

khâu tham khó:η-wá:n sết
tàntế: mùa rẫy
(Since when was the sweet
finished?)

Related Verb Phrases
in Anaphoric Sentences

Aux₁ M

khon ca kổ:n
(He probably did.)
lit. probably, first.

khon tàntế: mùa wa:n
(Probably since yesterday.)

Nuc Aux₂

ma: na:n lê:w rỷ
(Have you been here long?)
lit. come, long, already,
a particle.

Nuc Aux₂

đẻk lấp lê:w rỷ
(Has the baby gone to sleep?)
lit. baby, go to sleep,
already, a particle.

M Aux₂

tàntế: bắ:y lê:w
(Since the afternoon.)
lit. since the afternoon,
already.

Aux₁

yan
(Not yet.)

Verb Phrases in
Cataphoric Sentences

Nuc M Aux₂

khâw klăp-pay kǐ: wan lê:w
(How many days already since
she's gone back?)

roŋ-riən pǎ:t ʔathîr nưŋ lê:w
(The school has opened a week
already.)

Related Verb Phrases
in Anaphoric Sentences

M Aux₂

lă:y wan lê:w
(Many days already.)

ʔathîr nưŋ lê:w
(A week already!?)

Aux₁ Nuc

yă:k pay-thiəw mây
(Would you like to go out?)

Aux₁

yă:k
(Yes, I would.)
lit. would like.

raw tòn tǎ:p rưŋ plă:w
(Do we have to reply or not?)

tòn sì
(We have to.)
lit. have to, a particle.

Aux₁ Nuc

yă:k pay-dv:n lèn mây
(Would you like to
go for a walk?)

Aux₁ M

yă:k mưenkan
(Yes, I think I would.)
lit. would like, so so.

na:y khv:y đayyin chừ: nư:
mây
(Have you ever heard of this
name?)

khv:y bǎy
(Yes, quite often.)
lit. used to, often.

Verb Phrases in
Cataphoric Sentences

Aux₁ Nuc Aux₂

khâw yaŋ khə:y yŭ: rû plă:w

(Are they still waiting or
not?)

thx: khx:y ʔă:n lê:w rý

(Have you read it?)
lit. you, used to, read,
already, a particle.

kăpkhà:w cuən sŭk lê:w la

(The food's nearly cooked.)
lit. food, nearly, cooked,
already, a particle.

Aux₁ Nuc Aux₂

khx:y cɤ: khâw lê:w rý

(Have you met her before?)
lit. used to, meet, her
already, a particle.

Aux₁ Nuc Aux₂

rôt cuən ca ʔă:k lê:w rý

(Is the train about to
leave?)
lit. train, to be about to,
leave, already, a particle.

Related Verb Phrases
in Anaphoric Sentences

Aux₁ Aux₂

yaŋ yŭ:

(Yes, they are.)
lit. still, to be ..ing.

khx:y lê:w la

(Of course I have.)
lit. used to, already, a
particle.

cuən lê:w rý

(Nearly cooked already!?)
lit. nearly, already, a
particle.

Aux₁

khx:y hà

(Yes, I have.)
lit. used to, a particle.

Aux₁ Aux₂ M

khon cuən lê:w mân

(Maybe.)
lit. possibly, nearly,
already, perhaps.

Verb Phrases in
Cataphoric Sentences

Related Verb Phrases
in Anaphoric Sentences

ke: khɿ:y pay pari:t lê:w rɿ

(Has he been to Paris?)

lit. he, used to, go, Paris
already, a particle.

khɿ:y lê:w múenkan

(Yes, he has.)

lit. used to, already,
as well.

Aux₁ Nuc M

M

thɿ: dây yút kĩ: wan

(How many days have you got
for your holiday?)

lit. you, have, rest,
how many days.

sĩp wan

(Ten days.)

ca phâk na:n thàwrăy

(How long are you going to
stay?)

lit. to be going to, stay,
long, how much.

ra:w duen num

(About a month.)

Aux₁ Nuc M

M Aux₂

thɿ: ca số:p mùe răy

(When are you going to take
your exams?)

lit. you, to be going to,
take exams, when.

maru:n nĩ: lê:w

(The day after to-morrow.)

lit. the day after to-morrow,
already.

Verb Phrases in
Cataphoric Sentences

Aux₁ Nuc M

khx:y prũksá: kan rũ plă:w
(Have you ever consulted
each other?)

Related Verb Phrases
in Anaphoric Sentences

Aux₁

khx:y hã?
(Yes, we have.)
lit. used to, a particle.

phũen-thx: yă:k tĩttĩ:
ka khâu mây
(Would your friend like to
get in touch with them?)

yă:k sì
(Oh yes.)
lit. would like, a particle.

Aux₁ Nuc M

khx:y dăyyin chũ: nĩ: măn mây
(Have you ever heard of this
name?)
lit. used to, hear, this name
ever, a particle.

Aux₁ M

khx:y bũy
(Yes, quite often.)
lit. used to, often.

yă:k pay-dx:n lèn ?ĩ:k mây
(Would you like to
go for a stroll again?)

yă:k mũenkan
(Yes, I think I would.)
lit. would like, as well.

khâu ca phăk thì náy
(Where's he going to stay?)

khon thì roŋ-re:m
(Probably in a hotel.)

khun ca rũ: phón mũe rãy
(When will you know the re-
sult?)

?ă:t ca ?athĩt nà:
(Maybe next week.)

Verb Phrases in
Cataphoric Sentences

Aux₁ Nuc Aux₂ M

khâw yaŋ nàŋ yǔ: thì nàŋ ʔĩ:k
rû plǎ:w

(Are they still sitting
there?)

děk cuən ca sǎ:p lê:w mǎŋ
(The students are about to
have their exams, perhaps.)

Aux₁ Nuc Aux₂ M

khâw yaŋ kho:y yǔ: nà: hòŋ
(They are still waiting
in front of the room.)

khà:w yaŋ tòŋ yǔ: bon taw nâ
(The rice is still boiling
on the stove.)

Related Verb Phrases
in Anaphoric Sentences

Aux₁ Aux₂

yaŋ yǔ:

(Yes, they are.)
lit. still, to be .ing.

cuən lê:w hâ?
(Yes, they are.)
lit. to be about to, already,
a particle.

Aux₁ Aux₂ M

yaŋ yǔ: nà: hòŋ
(Still waiting in front of the
room!?)
lit. still, to be .ing,
in front of the room.

yaŋ yǔ: ʔĩ:k rǎ
(Is it?) lit. still, to be .ing,
still, a particle.

Verb Phrases in
Cataphoric Sentences

Aux₁ Nuc M Aux₂

cuən ca pay kan lē:w rʔ
(Were you about to go?)
lit. to be about to, go,
together, already, a
particle.

khāw khʔ:y ma: thī nī: lē:w
rʔ

(Have they been here
before?)
lit. they, used to, come,
here, already, a particle.

Aux₁ Nuc M Aux₂

děk cuən ca sǎ:p ʔĩ:k lē:w la
(The children are about to
have their exams again.)
lit. children, to be about
to, take exams, again,
already, a particle.

khā:w cuən mǒt ʔĩ:k lē:w
(The rice is almost finished
again.)
lit. rice, almost, finish
again, already.

Related Verb Phrases
in Anaphoric Sentences

Aux₁ Aux₂ M

cuən lē:w thidiəw
(We were indeed.)
lit. nearly, already, indeed.

khon khʔ:y lē:w mən
(Maybe they have.)
lit. possibly, used to,
already, perhaps.

Aux₁ M Aux₂

cuən ʔĩ:k lē:w
(Are they!?)
lit. nearly, again, already.

cuən ʔĩ:k lē:w rʔ
(Is it?) lit. almost, again,
already, a particle.

CHAPTER X

INTER-SENTENCE RELATIONS AS EXPRESSED IN TERMS OF WORD-CLASSES

The relations between sentences may sometimes be expressed in terms of word-classes, i.e. the presence of a member of a particular word-class in one sentence may be predicted by the presence of a member of a particular word-class in a preceding sentence in the sequence. These relations are described below.

Pronominal Reference

Certain sequences of sentences may be said to be in related context with one another in a context of mention by reason of the relationship between a noun or pronoun in the cataphoric sentence and a pronoun in the ensuing anaphoric sentence or sentences. This relationship will be referred to as "pronominal reference".

Where pronominal reference is to a noun in the cataphoric sentence it is found that the pronouns which may occur in the anaphoric sentence are only those associated with the third person. This kind of pronominal reference will therefore be referred to as "3rd person pronominal reference" and is illustrated in the examples below.

3rd Person pronominal reference

<u>Cataphoric Sentences</u>	<u>Anaphoric Sentences</u>
1a. <u>phùen</u> màỵ dầy ma: (My <u>friend</u> hasn't come.)	1b. <u>khâu</u> màỵ saba:y (<u>He</u> 's not well.)
2a. <u>đẻk</u> màỵ khòỵ kin ʔaray ly:y (The <u>child</u> hardly eats anything.)	2b. <u>ke:</u> khon bùe ʔahá:n (<u>She</u> 's probably lost her appetite.)
3a. chân chò:p <u>kàwʔi:</u> tuə nĩ: caŋ (I like this <u>chair</u> very much.)	3b. <u>man</u> nùm di: (<u>It</u> 's nice and soft.)
4a. tòn pay-thá:m rùen nĩ: <u>khânâbodi:</u> (We must go and ask the <u>Dean</u> about this matter.)	4b. tòn pay thá:m <u>thàn</u> (We must ask <u>him</u> !?)

In the above examples the underlined pronoun in sentence b may be referred to the underlined noun in sentence a .

Where pronominal reference is to a pronoun in the cataphoric sentence, it is found that the pronouns which may occur in the anaphoric sentence are only those associated with the second person when the pronouns which occur in the cataphoric sentence are associated with the first person and vice versa (q.v.). This kind of pronominal reference will therefore be referred to as "1st & 2nd person pronominal reference" and is illustrated in the examples below.

1st & 2nd Person pronominal reference

Cataphoric Sentences

Anaphoric Sentences

- | | |
|--|---|
| 1a. <u>chân</u> ca pay hờn-samút
(<u>I</u> 'm going to the
Library.) | 1b. <u>thx:</u> ca pay mây
(Are <u>you</u> coming?) lit.
Are you going? |
| 2a. ? <u>ue</u> chò:p phùyín khon nĩ:
caṇ
(<u>I</u> like this girl very
much) | 2b. <u>lũ:</u> rúcăk rû plă:w
(Do <u>you</u> know her?) |
| 3a. phũen bǎ:k rùen nĩ: <u>phóm</u>
(A friend told <u>me</u> this.) | 3b. phũen bǎ:k <u>khun</u>
(A friend told <u>you</u> !?) |
| 4a. khâw hén <u>khun</u>
(She saw <u>you</u> .) | 4b. khon mây hén <u>dichân</u>
(She probably didn't see
<u>me</u> .) |
| 5a. <u>na:y</u> khon chò:p sǎ:n
nâṇsú: dǎk
(<u>You</u> probably like
teaching children.)
lit. You probably like
giving lessons to
children. | 5b. <u>raw</u> mây chò:p lǎ:y
(No, <u>I</u> don't like it at
all.)
lit. I don't like at all. |

In the above examples the underlined pronoun in sentence b may be related to the underlined pronoun in sentence a. In the first three examples the pronoun in question in sentence b is associated with the second person whereas that in sentence a is associated with the first,

but in the last two examples the pronoun in question in sentence b is associated with the first person whereas that in sentence a is associated with the second.

Pronominal reference may also relate sentences within a context of interrogation. In such cases a pronoun is always found in the cataphoric sentence and the related noun or pronoun in the anaphoric sentence.

Examples:

<u>Cataphoric Sentences</u>	<u>Anaphoric Sentences</u>
1a. <u>kh-ray</u> ?aw biə mən (<u>Who</u> wants beer?)	1b. <u>nít</u> khon ?aw. (<u>Nit</u> probably wants some.)
2a. ca chx:n <u>kh-ray</u> ma (<u>Who</u> are you going to invite?)	2b. ca chx:n <u>na:yôk</u> (We're going to invite the <u>Prime Minister</u> .)
3a. khâw kamlaŋ phù:t ka <u>kh-ray</u> (<u>Who</u> 's she talking to?)	3b. ka <u>khru:</u> (To a <u>teacher</u> .)
4a. khá:y rô:t <u>kh-ray</u> (<u>Who</u> did you sell the car to?)	4b. khá:y <u>phùen</u> (To a <u>friend</u> .)
5a. yă:k tha:n ? <u>aray</u> (<u>What</u> would you like to have?)	5b. yă:k tha:n <u>kûeytíew</u> (I'd like to have some <u>noodles</u> .)
6a. ca kin kăp ? <u>aray</u> (<u>What</u> are we going to have it with?)	6b. kăp <u>ke:n-cũ:t</u> (With <u>soup</u> .)

- 7a. kamlaŋ sɔ:n ʔaray dɛk 7b. sɔ:n re:khá:
 (What are you teaching (I'm teaching him
 the boy?) Geometry.)
- 8a. pay náy ma: 8b. pay bà:n-phùen
 (Where have you been?) (I've been to a friend's
 lit. go, where, come. house.)
- 9a. khó:ŋ yǔ: náy 9b. yǔ: lán rô:t
 (Where's your luggage?) (It's in the back of the
 car.)
- 10a. khun phâk thì náy 10b. thì bà:n-yà:t
 (Where are you staying?) (At a relation's house.)

In the above examples the underlined pronoun in sentence a is related to the underlined noun in sentence b .

In the examples below the underlined pronoun in sentence a is related to the underlined pronoun in sentence b.

Cataphoric Sentences

Anaphoric Sentences

- 1a. kh-ray ca tham kăpkhà:w 1b. chân ca tham ʔe:ŋ
 (Who's to do the (I myself.)
 cooking?)
- 2a. ma-há: kh-ray pǎ:n nî: 2b. ma-há: thx:
 (Who have you come to see (I've come to see you.)
 at this time?)
- 3a. lù:k ca yǔ: ka kh-ray 3b. yǔ: ka raw
 (Who will the child be (She'll be with me.)
 with?) lit. to be, with, me.

4a. pǎkka: yǔ: náy
(Where's the pen?)

4b. yǔ: nì:
(Here it is.)

5a. klwə ca sǎy nay náy
(Where do you want the
salt put?)

5b. sǎy nay nân lǎ?
(Put it in there.)

Classifier Reference

Certain other sequences of sentences are in related context with one another in a context of mention by reason of the relationship between a noun in the cataphoric sentence and a classifier in the anaphoric sentence or sentences. This relationship is referred to as "classifier reference". Examples are given below.

Cataphoric Sentences

Anaphoric Sentences

1a. rəŋ-thâ:w khǎ:t mǒt lê:w
(The shoes have all been
worn out.)

1b. khù: mǎy dùəy
(The new pair as well.)

2a. chùəy pay-sû: malakə: nǒy
(Will you kindly go and
buy some papayas?)

2b. lùək lù:k sǔksǔk
(Choose the ripe ones.)

3a. kamlaŋ ca khá:y bà:n khâw
(I'm going to sell him a
house.)

3b. ca khá:y lân náy
(Which one are you going
to sell?)

CHAPTER XI

INTER-SENTENCE RELATIONS AS EXPRESSED IN TERMS OF PARTICULAR LEXICAL ITEMS

The relations between sentences may sometimes be expressed in terms of particular lexical items, i.e. the presence of a certain item in one sentence presupposes the presence of a particular item in a succeeding sentence in the sequence. These relations are described below.

Pronominal Concord

When two sentences are related within a context of mention by "1st & 2nd person pronominal reference"¹ it is found that the particular pronoun used in the cataphoric sentence determines (within very narrow limits) the pronoun to be expected in the anaphoric sentence. This relationship as expressed by mutual expectancy of pronouns is termed "pronominal concord", and the groups of pronouns so related will be termed "concord sets"². The concord sets operating in spoken Thai are the following:

<u>Concord Set</u>	<u>1st Person</u>	<u>2nd Person</u>
phóm-set	phóm	khun or thàn
dichân-set	dichân	khun or thàn
chân-set	chân	thɤ:, khun, kɛ: or raw
raw-set	raw	na:y or tue
ʔûe-set	ʔûe	lû:

¹ See p. 337, 338-40.

² What determines the choice of each set and of particular items of a set is dealt with in Chapter XIV.

Verbal, Auxiliary, Prepositional
and Time-Word Repetition

Sometimes the presence of a particular item in one sentence within a context of mention presupposes the repetition of the identical lexical item in a succeeding sentence in the sequence. This relationship of the individual lexical items will be referred to as verbal, auxiliary, prepositional or time-word repetition, according to whether it concerns verbs, auxiliaries, prepositions or time-words respectively.

Verbal Repetition

When sentences in a sequence are related to one another in a context of mention in terms of sentence constituents "by repetition of the Verbum"* it is found that frequently a verb in the cataphoric sentence is identical with the verb in the ensuing anaphoric sentence or sentences. This relationship is termed "verbal repetition", and is illustrated in the examples below.

* See pp. 257 ff., particularly the descriptions under 1, 2 and 3a. on pp. 257, 262 and 265 respectively.

Cataphoric SentencesAnaphoric Sentences

1a. yǎ: lu:m khăt chō:n dùey
(Don't forget to polish
the spoons too.)

1b. khăt lê:w
(I've done them.)
lit. polish, already.

2a. mûe chān ca hăn ?e:ŋ
(I'm going to cut up
the meat myself.)

2b. khray yǎ: hăn nâ
(Nobody else should do it.)
lit. anybody, don't,
cut up, a particle.

3a. chùey cǎ:k taŋ dĕk nŏy nâ
(Give the children some
money, won't you?)
lit. help, give, money,
children, a little, a
particle.

3b. cǎ:k lê:w la
(I've already given them
some.) lit. give, already,
a particle.

4a. ca hày khó:ŋ khon kǎ:
khon
(How many people are we
going to give presents
to?)

4b. ca hày lá:y khon
(We're going to give to
many people.)

5a. kamlan só:n ?aray dĕk
(What are you teaching
the boy?)

5b. só:n re:khá:
(I'm teaching him
geometry.) lit. teach,
geometry.

In the examples above the identical verbs are underlined.

Auxiliary Repetition

When sentences in a sequence are related with one another in a context of mention in terms of verb phrase constituents by "absence of the Nucleus"¹ or in terms of sentence constituents by "repetition of the Verbum"², it is found that frequently an auxiliary in the cataphoric sentence is identical with the auxiliary in the ensuing anaphoric sentence or sentences. This relationship is termed "auxiliary repetition", and is illustrated in the examples below.

Cataphoric Sentences

1a. yă:k đũ:m ʔaray mây
(Would you like
something to drink?)

2a. thv: khv:y cv: khâw
lê:w rý
(Have you met her
before?) lit. you,
used to, meet, her,
already, a particle.

3a. yă:k só:n nâṅsú: đěk mây
(Would you like to
give children some
lessons?) lit. would like,
teach lessons, children, a
particle.

Anaphoric Sentences

1b. yă:k
(Yes, please.) lit.
would like.

2b. khv:y
(Yes, I have.)
lit. used to.

3b. mà yă:k lɣ:y
(No, I wouldn't.)
lit. not, would like,
at all.

1 See pp. 328-36.

2 See pp. 257-64.

- 4a. khâw yan kho:y yŭ: rû
plă:w
(Are they still waiting?)
lit. they, still wait,
to be ..ing, or not.
- 4b. yan yŭ:
(Yes, they are.)
lit. still, to be ..ing.
- 5a. raw tòŋ tš:p rû plă:w
(Do we have to reply or
not?)
- 5b. tòŋ sì
(We have to.)
- 6a. khâw klăp-pay kŭ: wan
lê:w
(How many days already
since she's gone back?)
- 6b. lá:y wan lê:w
(Many days already.)

All the identical auxiliaries in the above examples are underlined.

Prepositional Repetition

Two sentences in a sequence which are related within a context of interrogation in terms of phrase types by "locational phrase repetition"¹ or in terms of word-classes by "pronominal reference"², may be said to be related with each other within a context of mention by reason of the relationship between a preposition used in the cataphoric sentence and the identical preposition used in the ensuing anaphoric sentence. This relationship is termed "prepositional repetition", and is illustrated in

1 See pp. 297-8.

2 See pp. 340-2.

the examples below.

Cataphoric Sentences

Anaphoric Sentences

1a. ca nàŋ thì náy

(Where are you going to sit?) lit. to be going to, sit, at, where.

1b. thì kàw[?]i: tuə nân

(On that chair.)
lit. at, chair, that.

2a. ca tɁ:m klwə nay náy

(What shall I put the salt in?)

2b. nay kɛ:ŋ-kǎy

(In the chicken curry.)

3a. khâw tǎntòn cǎ:k náy

(Where did they start from?)

3b. tǎntòn cǎ:k sathá:ni:

(They started from the station.)

4a. tô[?] wa:ŋ tron náy di:

(Where should the table best be put?) lit. table, to put, at, where, good.

4b. wa:ŋ tron kla:ŋ hòŋ di: mây

(Shall we put in the middle of the room?)
lit. put, at, middle, room, good a particle.

5a. khâw kamlaŋ khuy ka khray

(Who's she chatting with?)

5b. ka phuen

(With a friend.)

6a. ca kin kǎp [?]aray

(What are we going to have it with?)

6b. kin kǎp khà:w

(Have it with rice.)

In the examples above the identical prepositions are underlined.

Time-word Repetition

Two sentences in a sequence which are related within a context of interrogation by "temporal phrase repetition" may be said to be related with each other within a context of mention by reason of the relationship between a time-word used in the cataphoric sentence and the identical time-word used in the ensuing anaphoric sentence. This relationship is termed "time-word repetition", and is illustrated in the examples below.

Cataphoric Sentences

Anaphoric Sentences

1a. khun mà:y saba:y wan náy
(What day was it when you
were ill?)

1b. wan can
(It was Monday.)

2a. yă:k du: khui:n náy
(Which night would you
like to see it?)

2b. yă:k du: khui:n nî:
(I'd like to see it to-
night.)

3a. cőtma:y ma-thuŋ mùə rǎy
(When did the letter
arrive?)

3b. mùə châ:w
(This morning.)

4a. ca pay sŭ: khó:ŋ tɔ:n náy
(When shall we go
shopping?)

4b. tɔ:n bă:y
(In the afternoon.)

In the above examples the identical time-words are underlined.

* See 298-9.

Numeral and Determinative Reference

Sometimes two sentences in a sequence may be said to be related to each other within a context of interrogation by reason of the relationship between a certain word, namely *kĩ:* or *náy**, used in one sentence and the word to be expected in an ensuing anaphoric sentence. This relationship of individual lexical items will be referred to as "numeral or determinative reference" according to whether it concerns the numeral "*kĩ:*" or the determinative "*náy*" respectively.

Numeral Reference

When a sentence within a context of interrogation includes the item "*kĩ:*" (how many) it may confidently be predicted that a succeeding sentence in the sequence will contain either a cardinal or an ordinal numeral. This relationship is termed "numeral reference", and is illustrated in the examples below.

* These two words particularly are studied here because they affect the statement at the other stage of analysis, i.e. at the phrase stage, see pp. 317-27.

Cataphoric SentencesAnaphoric Sentences

1a. ca chây khăy kĩ: bay
(How many eggs are we
going to use?)

1b. sá:m bay khon pho:
(Three should be enough.)

2a. mi: sùe thì yạj mạy dầy
rì:t ?ĩ:k kĩ: tue
(How many more shirts are
there which haven't been
ironed?)

2b. ?ĩ:k hà: tue
(Five more.)

3a. mè: ca hày khố:η dểk kĩ:
khon

(How many children is
Mother going to give
presents to?)

3b. ca hày láy: khon
(She's going to give them
to many children.)
lit. will, give, many
children.

In all these examples the underlined cardinal numeral "kĩ:" in sentence a is related to the underlined cardinal numeral in sentence b.

In the following examples the underlined cardinal numeral "kĩ:" in sentence a is related to the underlined ordinal numeral in sentence b.

Cataphoric SentencesAnaphoric Sentences

1a. thx: mi: dinsó: kĩ: thèn
(How many pencils have
you got?)

1b. mi: thèn diw
(I have only one.)

2a. ca ?aw kè:w sâk kĩ: bay
(How many glasses do you
want?)

2b. ló: num
(A dozen.)

Determinative Reference

When a sentence within a context of interrogation includes the item "náy" (which) it may be predicted that a succeeding sentence in the sequence will contain either a high-tone determinative, an intransitive adjectival verb or an ordinal numeral. This relationship is termed "determinative reference", and is illustrated in the examples below.

Cataphoric Sentences

Anaphoric Sentences

1a. khâw chò:p kapáw bay náy

(Which handbag does she
like best?)

1b. khâw chò:p bay ní:

(She likes this one.)

2a. đẽk khon náy ranke: lù:k

(Which boy bullied you,
my child?)

2b. đẽk khon nân hâ?

(That one.)

3a. kàw'ì: tue náy hăk

(Which chair is broken?)

3b. kàw'ì: tue kăw

(The old one.) lit. The
old chair.

4a. thv: sò:n phasá:-thay
fârăn khon náy

(Which Westerner do you
teach Siamese to?)

4b. chôn sò:n khon phó:m

(I teach the thin one.)

5a. khun yũ: bà:n lán náy

(Which house are you in?)

5b. lán rè:k

(The first one.)

6a. rô-t-thx: khan náy

(Which car is yours?)

6b. khan thìsá:m(The third one.)

In the above examples the underlined high-tone determinative "náy" in sentence a is related to the underlined high-tone determinative in sentences 1b. and 2b., to the underlined intransitive adjectival verb in sentences 3b. and 4b., and to the underlined ordinal numeral in sentences 5b. and 6b. respectively.

CHAPTER XII

INTER-SENTENCE RELATIONS AS EXPRESSED BY INTONATION

The relations between sentences may sometimes be expressed by mutual expectancy of intonation i.e. the presence of particular pitch features of the sentence final particle* in one sentence may be predicted by the presence of certain other pitch features of the sentence final particle (which may or may not be the same one) in another sentence in the sequence, viz.,

Certain sequences of sentences may be said to be in related context with one another in a context of interrogation by reason of the relationship between the rising intonation (ˊ) of the high-rising pitch of the particles "kha, ha or ca" at the end of the cataphoric sentence and the falling intonation (ˋ) of the high-falling pitch of these particles at the end of the ensuing anaphoric sentence, e.g.

Cataphoric Sentences

1a. ma-há: khray khắ

(Who have you come to
see?)

Anaphoric Sentences

1b. ma-há: piyarât khà

(I've come to see Piyarat.)

* See pp. 220-1.

Cataphoric SentencesAnaphoric Sentences

- | | |
|---|---|
| 1a. khun ca pay tha:ŋ náy <u>khá'</u>
(Which way are you going?) | 1b. ca pay tha:ŋ nĩ: <u>hà</u>
(I'm going this way.) |
| 2a. fón tők rý <u>cá'</u>
(Is it raining?) | 2b. <u>khà</u>
(Yes, it is.) |
| 3a. náy di: mây <u>há</u>
(Was the film good?) | 3b. di: <u>cà</u>
(Yes, it was.) |

It may be stated, by analogy, that certain sequences of sentences are in related context with one another in a context of interrogation by reason of the relationship between the rising intonation of the high-rising pitch of the particle "may" at the end of the cataphoric sentence and the falling pitch of the high-falling pitch of the negator "mày" of the ensuing anaphoric sentence, e.g.

Cataphoric SentencesAnaphoric Sentences

- | | |
|--|--|
| 1a. phà: hẻ:ŋ <u>máy</u>
(Is the washing dry?) | 1b. <u>mày</u> hẻ:ŋ
(No, it isn't.) lit. not, dry. |
| 2a. ca sáy phrĩk <u>máy</u>
(Would you like some chillies put in?) | 2b. <u>mày</u> sáy
(No.) lit. not, put. |
| 3a. thx: ramkha:n rôť phùək
nĩ: <u>máy</u>
(Do these cars bother you?)
lit. you, bother, these cars,
the particle. | 3b. chân <u>mày</u> ramkha:n lỷ:y
(No, not at all.) lit. I,
not, bother, at all. |

* See pp. 231-2.

4a. raw tòn hày khà:-thíp bớy 4b. mày tòn
máy

(Must we give the waiter
a tip?)

(No.) lit. not, must.

Certain other sequences of sentences may be said to be in related context with one another in a context of interrogation by reason of the relationship between the rising intonation of the low-rising pitch of the particle "rɿ" at the end of the cataphoric sentence and the falling intonation of the high-falling pitch of the particles "kha, ha or ca" at the end of the ensuing anaphoric sentence, and, between the rising intonation of the particle "rɿ" at the end of the cataphoric sentence and the falling pitch of the high-falling pitch of the negator "mày", e.g.

Cataphoric Sentences

1a. fón tők rɿ

(Is it raining?)

2a. raw rúcăk khâw rɿ

(Do you know him?)

3a. khà:w sũk lê:w rɿ

(Is the rice cooked?)

Anaphoric Sentences

1b. khà or hà or cà

(Yes.)

or mày dầy tők

(No, it isn't.)

2b. rúcăk khà (or hà)

(Yes, I do.) lit. know, a
particle.

3b. yaŋ mày sũk

(Not yet.)

In some exceptional cases it is found that intonation is used as a form of bridge between one context and the other, viz.,

A sentence of the structure P* with a (low) rising intonation may be said to be in related context with its preceding sentence in a context of mention by structure at the stage of sentence structure and simultaneously with its succeeding sentence in a context of interrogation by intonation. That is to say, the sentence concerned is anaphoric as regards the context of mention and cataphoric as regards the context of interrogation, e.g.

<u>Context of Mention</u>		<u>Context of Interrogation</u>
<u>Cataphoric</u> <u>Sentences</u>	<u>Anaphoric and</u> <u>Cataphoric</u> <u>Sentences</u>	<u>Anaphoric</u> <u>Sentences</u>
1a. chùey sǒŋ klwə nǒy (Pass the salt please.)	1b. <u>khá'</u> (<u>I beg your</u> <u>pardon?</u>)	1c. chùey sǒŋ klwə nǒy (Pass: the salt please.)
2a. wâlay (Walai!)	2b. <u>khá:</u> (<u>Yes?</u>)	2c. ma: nǐ: nǒy sí (Can you come over here?)
3a. mē: cá: (Mother!)	3b. <u>cá:</u> (<u>Yes?</u>)	3c. nâ:m mǎy láy-sîe lê:w (The water's stopped running.)

* See pp. 294-5.

In the above examples the underlined sentence b may be related to sentence a within the context of mention and to sentence c within the context of interrogation. It may be stated further that intonationally sentence b is a mark of context of interrogation.

CHAPTER XIII

THE RÔLE OF EXTRA-LINGUISTIC DATA THE CONTEXT OF IMMEDIATE PERCEPTION

At the beginning of this thesis¹ it was observed that in certain special cases a non-initiating sentence is dependent for intelligibility not, as in the greater part of the material examined in this study, upon some preceding sentence or sentences in the same conversation, but upon non-verbal features of the situation. In such exceptional cases, a sentence which is regarded as non-initiating in structure may, in fact, start a conversation. Such instances may be dealt with within a framework of what may be referred to as the "context of immediate perception". What is "given" within this particular context, as contrasted with the context of mention², is that which although not mentioned is perceptible to the participants taking part in a conversation at the time the conversation takes place.

Examples:-

<u>Non-Initiating Sentences</u> <u>operating within the Context</u> <u>of Immediate Perception</u>	<u>Typical Situation</u>
a) SV_t	
phò: tha:n lê:w la (Father's eaten (his dinner).)	At the dining table: food is "given".

1 See p. 12.

2 See pp. 234 ff.

chân ca tă:k ʔe:ŋ
(I'll hang (the washing) out
myself.)

When seeing that someone is
about to take the washing
away: the washing is "given".

nít chùey khon măn nă
(Will you, Nit, stir (it)
from time to time?)

Something, say, a pot of food
is being cooked on the stove:
the pot of food on the stove
is "given".

b) V_t

chò:p mây
(Do you like (it)?)

After giving a child a
present: the present is
"given".

pǎ:t lê:w nă
(Shall I open (it) now?)

Holding, say, a bottle of
beer in his hand: the
bottle is "given".

chùey lâ:ŋ nǎy
(Could you wash (this) for
me?)

Handing, say, a glass to
someone: the glass is
"given".

c) SV_{tt}^I

raw tòn cǎ:k năkrien ʔe:ŋ
(We must distribute (them) to
the students ourselves.)

The teachers are dealing with
the examination papers: these
papers are "given".

phưên phữn hày chân
(A friend's just given (it)
to me.)

A visitor is looking at, say,
a book: the book is "given".

d) $V_{tt}I$

ca pay-cě:k nâkriən lē:w
 (I 'm going to distribute
 (them) to the students now.)

A teacher has, say, examination papers in her hand: these papers are "given".

hày dẽk kǎ:n thỹ?
 (Give (it) to the children
 first.)

Someone is giving, say, a dish of dessert: the dish is "given".

e) $SV_{tt}O$

phóm ca pay-tx:m nâm-man
 kǎ:n nâ hâ?
 (Shall I go and put some
 petrol in (the car) first?)

A boy, say, is waiting beside a car for his mother; the car is "given".

ke: yă: lu:m rô:t nâ:m là
 (You won't forget to water
 (it), will you?) lit. you,
 don't, forget, put, water,
 a particle.

Having finished planting a tree, a master may use the sentence in speaking to his servant who is nearby: the tree is "given".

f) $V_{tt}O$

pay-tx:m nâm-man kǎ:n nâ
 (Shall I go and put some
 petrol in (the car) first?)

A man, say, is taking his wife somewhere in a car: the car is "given".

rôt nâ:m dà:y lē:w
 (You can water (it) now.)
 lit. put, water, can, already.

Someone has just planted a tree: the tree is "given".

g) SV_{tt}

phóm hày lê:w
 (I've paid (him).)
 lit. I, give, already.

A man seeing that his friend
 is about to give some money
 to, say, a waiter: the money
 and the waiter are "given".

lêk ca rô:t lê:w nâ
 (Shall I, Lek, water (it)
 now?)
 lit. Lek, shall, put, already,
 a particle.

A boy, having noticed that,
 say, his father has finished
 planting some trees is
 offering to put water on the
 trees: the water and the
 trees are "given".

h) V_{tt}

yă: phờn hày lư:y cà
 (Please don't give (it him)
 just now!)

A woman is talking to her
 friend, after noticing, say,
 the friend was handing some
 sweets to the little boy:
 the sweets and the
 boy are "given".

hày lê:w hâ?
 ((I)'ve paid (him).)
 lit. give, already, a
 particle.

A man seeing that his friend
 is about to give some money
 to, say, a waiter:
 the money and the waiter are
 "given".

All the sentences in the above examples are non-anaphoric sentences¹ which are of the structures exclusive to non-initiating sentences.² The following, on the other hand, are sentences of the structure which is not so exclusive, namely of the structure V_i ³, e.g.

<u>Non-Initiating Sentences</u> <u>operating within the</u> <u>Context of Immediate Per-</u> <u>ception</u>	<u>Typical Situation</u>
<u>V_i</u>	
năk (It's heavy.) lit. heavy	A girl carrying, say, a suitcase: the suitcase is "given".
hó:m nâ (They smell nice, don't they?)	Seeing someone smelling, say, scented flowers: the flowers are "given".
khâp ʔǒk (It's very tight.)	After trying some clothes, say, a frock on: the frock is "given".
daŋ-pay (It's too loud.)	Someone is tuning, say, the wireless: the wireless is "given".
yaŋ mǎy khem (It needs more salt.) lit. not yet, salty.	Someone is tasting some food: the food is "given".

1 See p. 242.

2 See p. 254 ff.

3 See p. 251.

CHAPTER XIV

THE RÔLE OF EXTRA-LINGUISTIC DATA:PERSONAL RELATIONSHIP, SEX,SOCIAL STATUS AND AGE

It was observed in Chapter XIII that certain sequences of sentences are related to one another in a context of mention by "pronominal concord", i.e. by the mutual expectancy obtaining between a particular pair of pronouns from the concord sets. It may be said here that the choice of the concord set and of the precise pair within that set is determined by a combination of extra-linguistic factors, namely personal relationship, sex, social status and age, in the context of situation in which the conversation takes place.

1. Personal Relationship

This factor may be described in terms of intimate, informal and formal contexts, viz.,

- a) intimate context An intimate context is one in which a speaker is speaking to his close friend or a member of a family.
- b) informal context An informal context is one in which a speaker is speaking to his friend or colleague.
- c) formal context A formal context is one in which a speaker is speaking to a colleague, an acquaintance or a stranger, or a teacher is speaking to his or her pupil or student, or a master is speaking to his or her servant.

* See p. 344.

2. Sex

This factor is described in terms of male, female and common i.e. either male or female.

3. Social Status

This factor may be described in terms of equal, superior and inferior.

4. Age

This factor may be described in terms of equal (i.e. contemporary), senior and junior.

The third and the fourth factors are closely intertwined, since on the whole persons senior in age are treated as superior in social status. The exception to this is when the social status is clearly defined in which case age will be ignored, for instance, a servant is always regarded as the speaker's inferior even though he may be older than the speaker.

phóm-set

"phóm" is paired with "khun" in an informal or in a formal context where a man is speaking to a man or a woman who is of equal social status and of equal age. (See the third pair of examples on p. 339.)

"phóm" is paired with "thàn" in a formal context where a man is speaking to a man who is his superior and his senior.

dichân-set

"dichân" is paired with "khun" in an informal or in a formal context where a woman is speaking to a man or a woman who is of equal social status and of equal age. (See the fourth pair of examples on p.339.)

"dichân" is paired with "thàn" in a formal context where a woman is speaking to a man who is her superior and her senior.

chân-set

"chân" is paired with "thư:" in an intimate context where a husband is speaking to his wife (or vice versa) who is of equal social status and of equal age, and, in an informal context where a schoolgirl or a schoolboy is speaking to another schoolgirl or another schoolboy who is of equal social status and of equal age. (See the first pair of examples on p.339.)

Such a pair is used in a formal context where a teacher is speaking to his or her pupil or student who is of course his or her inferior and his or her junior.

"chân" is paired with "khun" in an informal context where a woman is speaking to another woman or a man who is of equal social status and of equal age.

"chân" is paired with "kế:" either in an intimate context where a parent is speaking to his or her child or where an older sibling is speaking to his or her younger sibling, who is of course his or her inferior and his or her junior, or in a formal context where a master is

speaking to his or her servant who is of course his or her inferior but not necessarily his or her junior.

raw-set

"raw" is paired with "na:y" in an intimate context where a man is speaking to a man who is of equal social status and of equal age. (See the fifth pair of examples on p.339.)

"raw" is paired with "tue" in an intimate context where a woman is speaking to another woman who is of equal social status and of equal age.

?ûe-set

"?ûe" is only paired with "lû:", and is used in an intimate context where a man is speaking to a man who is of equal social status and of equal age (see the second pair of examples on p. 339). It is also used in a formal context where a man is speaking to a man who is his inferior and his junior.

As has already been described, non-initiating sentences are frequently found to be related to one another within a context of mention by "3rd person pronominal reference"*. It is to be stated here that the choice of the particular pronoun is determined by one of the three extra-linguistic factors, namely age, social status and sex. This may be described as follows:

* See pp. 337-8.

kẽ: is determined by age, i.e. it is used to refer to a person who is the speaker's senior or junior. It is never used to refer to the speaker's contemporary. (See the second pair of examples on p. 338.)

thần is determined by social status, i.e. it is used to refer to a Buddhist monk*, or to a man who is the speaker's social superior, for example, to a man with title, or of high position such as Head of a Department, a Director, a Director-General, a General and so on, or to the parents of the speaker or of the other participants. (See the fourth pair of examples on p. 338.)

man is determined either by age, social status or by sex, viz. it is used to refer to a younger member of the speaker's family such as to a baby or younger sibling; it is used by a master to refer to a servant; and it is used to refer to any inanimate object. (To illustrate this last, see the third pair of examples on p. 338.)

khâu is used to refer to any third person except parents (either the parents of the speaker or of the other participants). (See the first pair of examples on p. 338.)

* See examples of this on p. 293.